I am going to finish what I started.
# Academic Calendar

## Summer 2009

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session I Classes Begin</td>
<td>May 11</td>
</tr>
<tr>
<td>Memorial Day: College Closed</td>
<td>May 25</td>
</tr>
<tr>
<td>Session I Classes End</td>
<td>June 29</td>
</tr>
<tr>
<td>Session I Grades Due</td>
<td>July 6</td>
</tr>
<tr>
<td>Session II Classes Begin</td>
<td>July 6</td>
</tr>
<tr>
<td>Session II Classes End</td>
<td>August 14</td>
</tr>
<tr>
<td>Session II Grades Due</td>
<td>August 18</td>
</tr>
<tr>
<td>Session III Grades Due</td>
<td>August 18</td>
</tr>
<tr>
<td>Computer Maintenance Window</td>
<td>August 17-26</td>
</tr>
</tbody>
</table>

## Fall 2009

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Classes Begin</td>
<td>August 31</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>Aug. 31, Sept. 1-4, 8</td>
</tr>
<tr>
<td>Labor Day: College Closed</td>
<td>Sept. 7</td>
</tr>
<tr>
<td>Filing Deadline for December Graduation</td>
<td>October 1</td>
</tr>
<tr>
<td>October Travel &amp; Study Days</td>
<td>October 10-13</td>
</tr>
<tr>
<td>SCA Mid-term Grades Due</td>
<td>October 9</td>
</tr>
<tr>
<td>RSC Early Warnings</td>
<td>October 9</td>
</tr>
<tr>
<td>Last Day to Withdraw from Class (RSC/SCA)</td>
<td>November 6</td>
</tr>
<tr>
<td>Last Day to Opt for Pass/Fail Option</td>
<td>November 6</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 25-29</td>
</tr>
<tr>
<td>Last Class Day (RSC/SCA)</td>
<td>December 11</td>
</tr>
<tr>
<td>Reading Day (RSC/SCA)</td>
<td>December 14</td>
</tr>
<tr>
<td>RSC WORLD Conference</td>
<td>December 14</td>
</tr>
<tr>
<td>Final Exams (RSC/SCA)</td>
<td>December 15-18</td>
</tr>
<tr>
<td>Last Class Day/Exam (SAW/SGS)</td>
<td>December 18</td>
</tr>
<tr>
<td>Fall Grades Due</td>
<td>December 22</td>
</tr>
</tbody>
</table>

## Spring 2010

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester Classes Begin</td>
<td>January 19</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>January 19-22, 25</td>
</tr>
<tr>
<td>Filing Deadline for May Graduation</td>
<td>February 15</td>
</tr>
<tr>
<td>SCA Mid-term Grades Due</td>
<td>March 3</td>
</tr>
<tr>
<td>RSC Early Warnings</td>
<td>March 3</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 6-14</td>
</tr>
<tr>
<td>Registration for ‘10-’11 Opens</td>
<td>March 15</td>
</tr>
<tr>
<td>Last Day to Withdraw from Class (RSC/SCA)</td>
<td>April 2</td>
</tr>
<tr>
<td>Last Day to Opt for Pass/Fail Option</td>
<td>April 2</td>
</tr>
<tr>
<td>Last Class Day (RSC/SCA)</td>
<td>April 30</td>
</tr>
<tr>
<td>SGS Research Symposium</td>
<td>May 1</td>
</tr>
<tr>
<td>SCA Honors Fest</td>
<td>May 1</td>
</tr>
<tr>
<td>Reading Day (RSC/SCA)</td>
<td>May 3</td>
</tr>
<tr>
<td>RSC WORLD Conference</td>
<td>May 3</td>
</tr>
<tr>
<td>Final Exams (RSC/SCA)</td>
<td>May 4-7</td>
</tr>
<tr>
<td>Last Class Day/Exam (SAW/SGS)</td>
<td>May 7</td>
</tr>
<tr>
<td>Graduating Student Grades Due</td>
<td>May 11 (Noon)</td>
</tr>
<tr>
<td>All Other Student Grades Due</td>
<td>May 14</td>
</tr>
<tr>
<td>Baccalaureate Ceremonies</td>
<td>May 14/15</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 15/16</td>
</tr>
<tr>
<td>Baccalaureate Ceremonies</td>
<td>May 14/15</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 15/16</td>
</tr>
</tbody>
</table>
The 2009-2010 edition of the Catalog was published March 23, 2008 and was accurate at the time of publication. Students are bound by the programs and regulations set forth in the Catalog at the time they begin their studies at Sage. However, Sage reserves the right to change without notice any policies and procedures that appear in this Catalog. This includes the right to modify the academic requirements and programs of study; the arrangement and content of courses; instructional material used; tuition and fees; any regulation affecting the student body.
## ACADEMIC PROGRAMS

### BACHELOR’S DEGREES

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>61</td>
</tr>
<tr>
<td>Business Administration</td>
<td>63</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>66</td>
</tr>
<tr>
<td>Computer Network &amp; System Administration</td>
<td>68</td>
</tr>
<tr>
<td>Crime &amp; Justice Policy</td>
<td>70</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>71</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>72</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>73</td>
</tr>
<tr>
<td>Nursing For RNs</td>
<td>75</td>
</tr>
<tr>
<td>Professional Writing</td>
<td>79</td>
</tr>
<tr>
<td>Psychology</td>
<td>82</td>
</tr>
<tr>
<td>Social Studies</td>
<td>84</td>
</tr>
</tbody>
</table>

### CERTIFICATES

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing Business Applications</td>
<td>87</td>
</tr>
<tr>
<td>Computing Network Support</td>
<td>88</td>
</tr>
<tr>
<td>Pre-medical Studies</td>
<td>89</td>
</tr>
<tr>
<td>Professional Writing</td>
<td>90</td>
</tr>
<tr>
<td>Web Design</td>
<td>91</td>
</tr>
</tbody>
</table>
An Overview of The Sage Colleges

The Sage Colleges is an independent comprehensive university delivering degrees in 71 major areas of study through three free-standing colleges. Sage serves more than 2,500 students each year on two campuses, in Albany and Troy, New York; at Hudson Valley Community College with a joint degree program in physical education; and through Sage Online for distance learning courses and programs.

Russell Sage College, a comprehensive undergraduate college for women, offers bachelor’s degrees in the traditional liberal arts and sciences as well as in selected professional fields, including business, communications, creative arts in therapy, criminal justice, education, health sciences, nursing, nutrition science, and theatre. More than 50 percent of graduates each year pursue advanced degrees, many through accelerated programs with Sage Graduate School.

The coeducational Sage College of Albany offers professional associate and bachelor’s degrees in a flexible structure that allows students to tailor educational plans to match their individual career goals. Areas of specialty include business, computing technologies, communications, computing, and legal studies. Interdisciplinary programs include applied biology, creative studies, and information design. The innovative iThink curriculum engages all students in problem-based learning and prepares them for the contemporary workplace. Through its Sage After Work program, Sage College of Albany also offers bachelor’s degree completion programs designed specifically for working adults.

Sage Graduate School is a coeducational environment offering advanced study for practice and leadership through master’s degrees and post-master’s certification in professional disciplines, as well as the doctorate in physical therapy, nursing science, and educational leadership. Areas of specialty include business and management, education, health services administration, nursing, nutrition, occupational therapy, physical therapy, and psychology. Sage Graduate School serves both recent college graduates and individuals already at work in their professions.

The motto of Russell Sage College, “To Be, To Know, To Do,” also informs the educational purpose of The Sage Colleges, where the common effort is to translate learning into action and application, within a framework of value that recognizes the obligation of educated persons to lead and serve their communities.

Presidents of Sage

Eliza Kellas 1916-1928
Dr. James Laurence Meader 1928-1942
Helen McKinstry 1942-1946
Dr. Lewis A. Froman 1948-1969
Dr. Charles U. Walker 1970-1975
Edgar S. Pitkin (Interim) 1975
Dr. William F. Kahl 1976-1988
Dr. Sara S. Chapman 1988-1995
Dr. Jeanne H. Neff 1995-2008

Accreditation

The Sage Colleges is chartered by the Board of Regents of the University of the State of New York. The Sage Colleges is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000). Individual programs are accredited by the National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190 (703) 437-0700; the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (ACOTE), 4720 Montgomery Lane, PO Box 31220, Bethesda, MD (301) 652-2682; the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE), Trans-3245, Potomac Plaza, 1111 North Fairfax Street, Alexandria VA, 22314-1448 (703) 706-3245; the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave. NW, Suite 500, Washington, DC, 20036-1023 (202) 466-7496; the National League for Nursing Accrediting Commission (NLNAC) 61 Broadway, 33rd Floor, New York, NY 10005 (900) 669-1656 and the Commission on Collegiate Nursing Education (CCNE) One Dupont Circle, NW, Suite 530, Washington, DC (202) 887-6791; and the Commission on Accreditation for Dietetics Education of the American Dietetic Association (CADE) 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995 (312) 899-4872. The Chemistry department offers a degree option that is certified by the American Chemical Society (ACS) 1155 16th St. NW, Washington DC (202) 872-4600.

Organizations & Affiliations

The Sage Colleges holds memberships in the following:

- Associated New American Colleges (ANAC)
- American Council on Education (ACE)
Equal Opportunity and Non-Discrimination

It is the policy of The Sage Colleges to comply with applicable federal, state and local laws and regulations regarding equal opportunity and non-discrimination. Employment practices will not be influenced or affected in an illegally discriminatory manner by an individual’s race, color, religion, marital status, gender, sexual orientation, national origin, age, disability, veteran status or any other characteristic protected by law. Likewise, admission, financial aid, and access to programs will not be influenced or affected in an illegally discriminatory manner by an individual’s race, color, religion, marital status, gender, sexual orientation, age, disability, veteran status, national origin, or any other characteristic protected by law. Russell Sage College for Women, a member of The Sage Colleges, is exempt from gender discrimination requirements with respect to admission, aid, and programs under Title IX. Inquiries with respect to the specifics of the laws governing these matters or with respect to the application of these policies should be directed to the Director of Human Resources, The Sage Colleges, Plum Building, 45 Ferry Street, Troy, New York 12180 — (518) 244-2391.
About Sage After Work

Sage After Work a division of Sage College of Albany, offering upper-level, bachelor’s degree completion programs for working adults.

Mission and Purpose
Sage College of Albany is an undergraduate college of applied studies that prepares men and women for life’s commitments and for work in a constantly changing world. The College offers associate and baccalaureate degrees:

- With programs characterized by interdisciplinary values, multiple pathways, and learning for application;
- Designed and delivered by a faculty committed to working with students to reach their unique learning goals;
- For students of strong potential and promise;
- In an active learning environment.

Special emphasis is placed on preparation for new and emerging professions that draw upon the College’s core competencies in art and design, communications, computing technologies, business, legal studies, and information sciences. Applied programs in the liberal arts and sciences complement these central areas, while general education requirements at both introductory and upper levels add value and depth to professional studies.

Sage College of Albany offers an alternative mode of higher education distinct from the conventional four-year model. Associate and bachelor’s degrees are offered in a flexible structure that allows students to design educational plans that reflect their individual interests and career goals. The innovative iThink curriculum emphasizes problem-based learning and prepares students for the contemporary workplace. Students have multiple opportunities for internships and are encouraged to test their education and skills in the real world.

History of Sage College of Albany
In 1949 Russell Sage College for women in Troy, NY, opened a coeducational Albany Division. Intended to serve the large number of veterans returning from World War II, state government workers, and others seeking an education related to workplace needs, the Albany Division offered associate, bachelor’s and master’s degrees in an evening schedule to an audience of working adults.

The first classes were offered in buildings located in downtown Albany. Noting the absence of a public community college in Albany County, President Lewis Froman received approval in 1957 to establish a “private junior college” operating on a daytime schedule in the same buildings. In the summer of 1959, the College purchased a portion of the site of the Albany Home for Children at New Scotland and Academy Road and a year later the entire Albany Division moved to the new campus, continuing to coexist in the same buildings in daytime and evening schedules. In 1962, the Junior College of Albany received its own degree-granting power, and henceforth all associate degrees (day and evening) were awarded through JCA.

During the 1970’s, art and design became signature programs for JCA and earned prestigious NASAD accreditation. For many years, the evening division continued to offer bachelor’s and master’s degrees under the charter of Russell Sage College. During the 1980’s, the umbrella institution began to be known as The Sage Colleges, the two-year college as Sage Junior College of Albany, and the evening division as the Sage Evening College and Sage Graduate School. In 1995, these names were formalized and the Sage Graduate School received separate degree-granting powers.

In 2001, responding to the wishes of SJCA students to remain at Sage for four years, the rising credentials needed for entry-level professional positions, and the emerging workplace needs of the 21st century, Sage Junior College of Albany and Sage Evening College were replaced by a single four-year entity, Sage College of Albany. SCA now offers many innovative and interdisciplinary degree programs, retaining its historic prominence in art and design, and, through its Sage After Work division, offers upper-level, bachelor’s degree completion programs for working adults.

Graduates of Sage College of Albany may also take advantage of related graduate degree programs offered by Sage Graduate School in health sciences, management, psychology and education.
Admission to Sage After Work

*Sage College of Albany's Sage After Work* program welcomes men and women of all ages who have the maturity, determination, and intellectual curiosity to perform in an environment that supports working adults. Application deadlines are liberal and applications are reviewed on an individual basis. The academic programs are designed for students who wish to complete their baccalaureate degree and already have a substantial amount of college credit and/or life experience that is college credit equivalent.

Students are admitted to Sage After Work after an evaluation of the appropriateness and amount of transferable credit and work experiences. Generally, students are expected to have about 40 college credits (or equivalent) before acceptance into the program. Acceptance letters are processed on a rolling basis after the application for degree-seeking status and supporting materials are received and evaluated. Students may register for up to nine credits prior to applying for admission.

Contact Sage After Work:

Application materials and complete information regarding the available academic programs, procedures and timelines for those seeking admission as matriculated students are available from:

Sage After Work
Office of Admission
140 New Scotland Ave.
Albany, NY 12208
1-888-VERY-SAGE
(518) 292-8615
Fax: (518) 292-1912
sageafterwork@sage.edu
www.sage.edu/saw/admission

Students must submit:

- A completed Application for Admission with a non-refundable processing fee of $30.
- An official transcript from EACH post-secondary institution attended since high school.
- A career goals essay
- A copy of a valid nursing license (RN) should be provided by applicants to the Nursing Program.

More Sage After Work Admission Information

- Transferring to Sage
- Credit for Prior Learning
- International Baccalaureate (IB)
- College Level Examination Program (CLEP)
- College Proficiency Examinations (CPE)
- Accredited Proprietary Schools
- Non-Accredited Institutions
- Armed Services Training
- Non-Collegiate Programs
- Immunization Requirements
- Former Students Seeking to Return to The Sage Colleges

Transferring to Sage

Sage is committed to help transfer students bring in a maximum number of credits and make the transfer process seamless. Sage has established transfer agreements with many area colleges. New schools and additional programs are always being added to the growing list of transfer articulation agreements. See the full list at: http://www.sage.edu/academics/transfer

For further information about transferring to Sage, contact Richard Naylor, Director of Articulation Programs at (518) 292-1752 or naylor@sage.edu.

Transfer Credit Policies

Generally, the Office of Student Services evaluates credit earned at other accredited institutions soon after admission. To be eligible for credit consideration at The Sage Colleges, final transcripts from all post-secondary institutions (college, university, technical, proprietary school, etc.) previously attended must be received before students have completed their first semester. Up to 9 credit hours may be awarded for courses that are not comparable to courses offered at The Sage Colleges. Specific policies and credit limits regarding transfer work from all sources are as follows:

Students entering Sage After Work may transfer up to 90 credit hours toward the bachelor’s degree credit requirement. Students must complete a minimum of 30 credits in residence or through the Hudson Mohawk Association, which will comprise required, upper-level courses specified by the requirements of his/her program, and three Sage LIFE general education classes as specified by the Catalog. Not all accepted credits are applicable toward degree requirements. Students should meet with academic advisors to ascertain the applicability of previously acquired credits.
All credits earned as a direct requirement of an Associate’s degree, and with a grade of C- or better, are eligible for transfer credit toward a baccalaureate degree at Sage After Work. SAW will accept up to a total of 66 credits earned at a two-year college where regardless of whether an Associate’s degree was not awarded. Not all accepted credits are applicable toward degree requirements. Students should meet with academic advisors to ascertain the applicability of previously acquired credits.

Credit for Prior Learning

Baccalaureate students at least 25 years of age may be eligible to receive credit for a variety of prior college-level learning through such activities as community service, military or employer-sponsored training, work experiences, or self development. Students must complete one course from The Sage Colleges to participate in this option. Consult the Academic Information and Policies section of the catalog for information on Credit for Prior Learning.

International Baccalaureate (IB)

International Baccalaureate diplomas will generally be treated as certificates for advanced placement and/or transfer credit, with final determination made by the individual academic program.

College Level Examination Program (CLEP)

Credit and/or placement is possible for qualifying scores from the College Level Examination Program. At Sage College of Albany, up to 60 credit hours may be received for students entering Bachelor’s programs and 30 credit hours for Associate degree programs. Normally, credit is awarded for acceptable scores in subject examinations and is applied to general education and elective requirements. (See page 13 for details)

College Proficiency Examinations (CPE)

Credits from this program, sponsored by Excelsior College, are available in the same manner as for CLEP. The maximum of 60 credits hours toward bachelor’s degrees and 30 toward associate degrees are aggregates for a combination Excelsior College Examinations and CLEP.

Accredited Proprietary Schools

Students who have achieved a minimum 2.5 cumulative grade point average (4.0 system) for work done at a proprietary school accredited by the Association of Independent Colleges and Schools can petition for transfer credit according to two-year college guidelines. Most credit awarded will be applicable to electives and general education requirements, with decisions on major field credit resting with the academic department.

Non-Accredited Institutions

Students transferring from non-accredited schools may petition for credit evaluation after they have attended Sage for two consecutive semesters and earned a minimum 2.0 cumulative grade point average (2.2 in the major field).

Armed Services Training

Training on military installations may lead to credit awarded on the basis of guidelines from the “Guide to Evaluation of Educational Experiences in the Armed Services.”

Non-Collegiate Programs

Credit may be available for courses sponsored by organizations which are recommended in “The Directory of The National Program on Non-collegiate Sponsored Instruction” of The University of the State of New York.

Immunization Requirements

New York State Public Health Law requires that individuals born after December 31, 1956, provide evidence of immunization against measles, mumps, and rubella. Compliance forms are provided with admission materials and must be submitted prior to class registration by each student enrolled for 6 credits or more in a semester.

Students in nursing and other health professional programs have additional requirements, which are available from the appropriate academic department.

Students Moving Between The Sage Colleges

Continuing students should contact the Office of Admission at the college they plan to attend. For Russell Sage College, call (518) 244-2217; Sage Graduate School, call (518) 244-6878; Sage College of Albany, call (518) 292-1730.

Note: Some academic programs have specific requirements for continuation of study. Information on any such requirements is available from the Office of Admission.

Former Students Seeking to Return to The Sage Colleges

Matriculated students who have been away from The Sage Colleges (leave of absence, withdrawal or suspension) should contact the
Sage After Work Office of Admission to confirm what return procedures and policies apply. A readmission application and interview may be required. If any post-secondary institutions (college, university, technical, proprietary school, etc.) were attended while away from The Sage Colleges, official transcripts must be forwarded to the Office of Admission.
TUITION and FEES

- Tuition
- Program and Activity Based Fees
- Adjustments for Tuition Charges

The deposits, tuition, room, board and fees noted in the following sections are in effect for the 2009-2010 academic year and are subject to change without prior notice by The Sage Colleges' Board of Trustees. All policy statements and other information detailed in the following sections reflect information current at the time of this publication.

Payments

Payments can be made at the Office of Student Services on either campus or online through SageAdvisor using the following payment options:

**Electronic Check**
There is no fee assessed when you pay using an electronic check. You or your parent can authorize the College to deduct the funds directly from a checking account for a specific amount. To authorize your payment, Sage will need the following information:

- Your account routing number
- Your account number (checking or savings)

**Credit Card**
The College accepts payment via VISA, MasterCard, American Express and Discover. There is no fee assessed when using your credit card. You authorize the College to charge your credit card with the amount you designate.

For your security, Sage will no longer accept credit card information via phone, fax or mail. Online transactions are secured through Touchnet, which has been included on VISA's List of CISP (Cardholder Information Security Program) Compliant Service Providers.

All payments for tuition, room, board and fees are due in full by the following dates. Students who register beyond these payment deadlines are expected to pay in full at the time of registration or enroll in the payment plan detailed below.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Payment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session I 2009</td>
<td>April 17, 2009</td>
</tr>
<tr>
<td>Summer Session II 2009</td>
<td>June 12, 2009</td>
</tr>
<tr>
<td>Summer Session III 2009</td>
<td>June 12, 2009</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>August 7, 2009</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>December 18, 2009</td>
</tr>
</tbody>
</table>

All student balances must be paid in full unless the student has been awarded financial aid sufficient to cover the outstanding balance or is enrolled in the College’s payment plans. Students will be permitted to attend classes and use College facilities only after they have settled their financial obligations to the College. Any subsequent modification to an expected amount of financial aid or student loan remains the full responsibility of the student and must be paid in full by the student.

In addition to following application and verification procedures for financial aid, the student's eligibility must be confirmed and the student must accept offered awards in writing before those amounts can be applied as payment against tuition and fees. Please note that loan programs require an extended period of processing before the loan amount is credited to the student's account.

Students who fail to pay their liability may be removed from registration and prohibited from attending classes. An unpaid financial obligation to the College will result in the withholding of the student's grades, transcript of credits, diploma and official reports and make the student ineligible for future financial aid awards, pre-registration, and resident room selections.

Employer Reimbursement

For students who receive full or partial reimbursement from employers, the Office of Student Services has established procedures that comply with both College and employer requirements. Authorizations from the agency or employer must be presented at the time of registration.

Deposits

New students, both full- and part-time, must submit a $50 deposit at the time of registration, refundable until the first day of class. This deposit is credited against the student's tuition, room, board and fees.

Health Insurance

All full-time students must maintain health insurance coverage for all semesters in which they are enrolled. Full-time students may
purchase health insurance through The Sage Colleges. For additional information on this plan, contact the Office of Student Services at (518) 244-2201 (Troy) or (518) 292-1781 (Albany).

Payment Plan (TMS- Tuition Management Systems, a KeyCorp Company)

The Sage Colleges Monthly Payment Plan, TMS, is a convenient alternative to lump-sum semester payments. The program offers equal monthly payments with no interest charges and costs only a $35 application fee to enroll. The program requires no credit review and payment can be made via debit, check or credit card. Any parent, guardian or student at The Sage Colleges is eligible for the Monthly Payment Plan. Both the first-time application and annual renewal can be done online. For additional information regarding payment plan, contact the Office of Student Services at (518) 292-1781.

Senior Citizen Tuition Discount

Senior citizens (65 and older) may audit a course at any of The Sage Colleges without a tuition charge, on a space-available basis. All applicable College fees still apply and are charged accordingly.

Tuition

Tuition charges are not refundable. Adjustments for withdrawals and other circumstances can be found in the Adjustments for Tuition, Room and Board section. All students enrolled in Sage After Work degree completion programs pay tuition per credit hour according to the course for which they enroll. (Refer to the Russell Sage College, Sage College of Albany or Sage Graduate School catalog for tuition rates and fees).

<table>
<thead>
<tr>
<th>Sage College of Albany-Sage After Work Tuition</th>
<th>Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per credit hour (non nursing majors)</td>
<td>$590</td>
</tr>
<tr>
<td>Nursing majors, per credit hour</td>
<td>$590</td>
</tr>
<tr>
<td>Internship, per credit hour</td>
<td>$590</td>
</tr>
<tr>
<td>Independent study, per credit hour</td>
<td>$590</td>
</tr>
<tr>
<td>Audited courses., per credit hour</td>
<td>$100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sage Undergraduate Summer School</th>
<th>Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per credit hour (non Nursing &amp; non OT majors)</td>
<td>$590</td>
</tr>
<tr>
<td>Nursing &amp; OT majors, per credit hour (including summer clinicals)</td>
<td>$590</td>
</tr>
<tr>
<td>Internship, Independent Study and Audited Courses</td>
<td>See above</td>
</tr>
</tbody>
</table>

Program and Activity Based Fees

The following program based fees are not refundable or subject to adjustment after the first day of classes. These fees are charged accordingly and in addition to the previously stated tuition, room, and board charges.

The following activity based fees are not refundable or subject to adjustment.

<table>
<thead>
<tr>
<th>Program based fees</th>
<th>$25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity based fees</td>
<td></td>
</tr>
<tr>
<td>Credit for Prior Learning â€“ assessment fee</td>
<td>$150</td>
</tr>
<tr>
<td>Tuition for credits awarded*</td>
<td>$100</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Transcript Requests</td>
<td>$5</td>
</tr>
<tr>
<td>Placement Service File</td>
<td>$5</td>
</tr>
<tr>
<td>Diploma</td>
<td>$50</td>
</tr>
<tr>
<td>Vehicle Registration (before 12/31)</td>
<td>$40</td>
</tr>
<tr>
<td>Vehicle Registration (after 1/1 and before 4/30)</td>
<td>$25</td>
</tr>
<tr>
<td>Vehicle Registration (after 5/1)</td>
<td>$15</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$25</td>
</tr>
</tbody>
</table>

*up to a maximum of $1000 for 10 or more credits.

Enrollment and Room Deposits

All Sage After Work $50 (due at registration and refundable prior to the first day of class for a semester)

Adjustments for Tuition Charges

A student who notifies the College of his or her withdrawal or leave of absence in writing, and in accordance with the College’s withdrawal policy, is eligible for an adjustment to tuition, room and board charges in accordance with the following schedules. **Non-attendance does not constitute a withdrawal from a class or the College.**

Please note that any student receiving Federal (Title IV) financial aid may be required to return a portion of his or her aid to the
granting agency if they separate from The Sage Colleges prior to the end of a semester. Any adjustment for tuition, room or board charges may be less than the amount of aid that must be returned and may create a liability to the College that must be paid by the student.

The date of official academic withdrawal as recorded by the Registrar’s Office is the basis of all adjustments for tuition, room, and board charges. It is important that the student adhere to the following processes to ensure that the correct adjustment is applied to their account.

To withdraw from a class

To withdraw from a class, the student must complete the necessary forms and submit them to the Office of Student Services (the necessary forms are available from this office.)

To withdraw from the College or request a leave of absence

To withdraw from the College or to request a leave of absence, all resident and non-resident students must complete the necessary forms and submit them to the Office of Campus Life. Students required to withdraw from a class or the College for disciplinary reasons are not entitled to any adjustment to tuition or room charges.

Tuition adjustment schedule for classes that meet regularly throughout a semester

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the start of the second week of classes</td>
<td>100 %</td>
</tr>
<tr>
<td>Prior to the start of the third week of classes</td>
<td>75 %</td>
</tr>
<tr>
<td>Prior to the start of the fourth week of classes</td>
<td>50 %</td>
</tr>
<tr>
<td>Prior to the start of the fifth week of classes</td>
<td>35 %</td>
</tr>
<tr>
<td>Prior to the start of the sixth week of classes</td>
<td>25 %</td>
</tr>
<tr>
<td>After the start of the sixth week of classes</td>
<td>0 %</td>
</tr>
</tbody>
</table>

No adjustments will be made after the start of the sixth week of class.

Tuition adjustment schedule for all other classes, including summer session classes or those that do not meet regularly throughout a semester

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the start of the fourth class hour</td>
<td>100 %</td>
</tr>
<tr>
<td>Prior to the start of seventh class hour</td>
<td>75 %</td>
</tr>
<tr>
<td>Prior to the start of 10th class hour</td>
<td>50 %</td>
</tr>
<tr>
<td>Prior to the start of 13th class hour</td>
<td>35 %</td>
</tr>
<tr>
<td>Prior to the start of 16th class hour</td>
<td>25 %</td>
</tr>
<tr>
<td>After the start of the 16th class hour</td>
<td>0 %</td>
</tr>
</tbody>
</table>
To assist students and parents in meeting the costs of an education at Sage After Work, the Office of Financial Aid offers a variety of grant and loan programs. Most types of assistance are based on financial need, which is the difference between the cost of education and the estimated contribution of the student and family (Estimated Family Contribution or EFC). The EFC is determined through a measurement of family resources that is consistent for all applicants and is a reflection of the first principle of college financial aid: The student and family have primary responsibility for meeting college expenses.

Eligibility
Those seeking consideration for aid must be enrolled as degree- or certificate-seeking students on at least a half-time basis (six credit hours per semester for undergraduates) to qualify for most financial aid programs. Eligibility for grants and loans requires United States citizenship or permanent resident status. It should also be noted that federal and state legislation frequently modifies requirements and eligibility standards for financial aid.

To qualify for financial aid as a full-time student, students must register at the beginning of the semester for all courses and must take at least 12 semester hours within a 15-week semester. In order to be considered for the NYS Tuition Assistance Program (TAP), students must register before the beginning of the semester. To be considered full-time for financial aid purposes, students can choose to take a traditional course, an on-demand course, an intensive weekend course, and a half-semester short course, as long as they register for all 12 credits at the beginning of the semester.

Students are eligible for part-time aid if they enroll for at least six credits within a 15-week semester. Students not seeking aid can enroll for any course up to the end of the drop/add period for that course.

Application Procedures
Because financial aid is awarded on an annual basis, these application procedures must be followed each year. While admission is not required to initiate an application for financial aid, new students will not receive confirmation of their status until the Office of Financial Aid is notified that the admission process is complete.

- The Free Application for Federal Student Aid (FAFSA) should be completed as soon as possible after January 1, but no later than March 1, preceding the academic year for which assistance is requested. Students are requested to file the FAFSA on the internet at www.fafsa.ed.gov. Electronic filing is an accurate and fast means of filing for financial aid. When filing electronically, New York State residents may file for TAP at the same time (see below).
- New York State residents should also complete the application for the Tuition Assistance Program (TAP). The New York State Higher Education Services Corporation will mail this form to a home address if students opt not to file electronically.
- If selected for verification of the FAFSA data, applicants and their parent(s) (when the applicant is dependent), must submit all pages of completed tax forms upon request by the Office of Financial Aid. A verification worksheet must also be submitted.

Conditions of Financial Aid Awards

Terms and Conditions
- All aid is awarded on an annual basis and aid amounts are credited to student accounts for each semester’s charges.
- Refunds of any excess credit will be made approximately halfway through each term through the Office of Student Services. Refunds are generated when the student account reflects a credit balance resulting from direct payments and/or the posting of financial aid.
- Since aid is awarded on the basis of annual financial information from students, and college costs change each year, financial aid awards may vary depending on the changing circumstances.
- Outside sources of assistance such as private scholarships and Vocational and Educational Services for Individuals with Disabilities (VESID) must be reported to the Office of Financial Aid. Financial aid already awarded could be modified as a result.
- All awards of federal and state aid are tentative, pending approval and receipt of funds from the source.
- Costs on which financial aid eligibility is calculated include direct expenses (such as tuition and fees) and indirect expenses (such as books, supplies, personal and incidental expenses).
- Returning students are expected to file the FAFSA by April 1 preceding the academic year for which assistance is requested.

Satisfactory Academic Progress for Institutional and Federal Awards

Continued eligibility for most forms of financial aid requires students to achieve specific quality (grade averages) and quantity (credits earned) standards. Below are the academic standards which must be met to comply with federal and institutional requirements. Academic progress is monitored by the Office of Financial Aid through established institutional guidelines.

Baccalaureate Degree Students
<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade Point Required</th>
<th>Credits To Be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.00</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>1.25</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>1.50</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>2.00</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>2.00</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>2.00</td>
<td>51</td>
</tr>
<tr>
<td>7</td>
<td>2.00</td>
<td>61</td>
</tr>
<tr>
<td>8</td>
<td>2.00</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>2.00</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>2.00</td>
<td>105</td>
</tr>
<tr>
<td>11</td>
<td>2.00</td>
<td>120</td>
</tr>
<tr>
<td>12</td>
<td>2.00</td>
<td>135</td>
</tr>
</tbody>
</table>

Undergraduate full-time status equals 12 or more credits per semester. Federal or institutional aid recipients enrolled less than full-time are required to meet these standards on a basis proportional to their enrollment status. For transfer students, satisfactory academic progress will be measured by equating transfer credits accepted by Sage to the number of cumulative credits earned, as indicated on the above chart.

An incomplete grade in a course will count as an equivalent failing grade. When the incomplete grade is updated, satisfactory academic progress will be reevaluated. Courses from which a student has withdrawn will count as an equivalent failing grade. Non-credit remedial courses will not be included in any part of the satisfactory academic progress calculation.

Students failing to make satisfactory academic progress will lose eligibility for federal and institutional financial aid. They may appeal if they believe that special circumstances have affected their academic performance. The appeal must be in writing and submitted with appropriate documentation to the Director of Financial Aid.

A student may regain satisfactory academic progress by attending Sage for a semester without the benefit of federal and institutional financial assistance and improving academic performance to meet progress guidelines.

**Satisfactory Academic Progress for New York State Aid**

To be eligible, and remain eligible, for the Tuition Assistance Program (TAP), students must:

- be a full-time (12 credits or more per semester) and matriculated student at each level of study, and
- maintain good academic standing by meeting program pursuit and satisfactory academic progress requirements as detailed below.

**Program Pursuit** is defined as:

- completion of at least six credits during each term of study in the first year for which an award is received; or
- completion of at least nine credits during each term of study in the second year for which an award is received; or
- completion of at least 12 credits during each subsequent term for which an award is received.

Sources of Financial Aid for Sage After Work Students

Federal Programs
Federal Pell Grants  Up to $5,350 per academic year, with prorated lower amounts for less than full-time enrollment status. These awards are completely need-based and available only to undergraduates who have not previously earned a baccalaureate degree.

Federal Stafford Loans  Students can borrow up to $3,500 (freshman year), $4,500 (sophomore) or $5,500 (junior and beyond) with an interest subsidy if need is demonstrated, or unsubsidized if there is not demonstrated need. In addition, all undergraduate students can borrow up to $2,000 in unsubsidized loans. Students who qualify as independent of parents or whose parents are denied a PLUS loan are eligible for up to $4,000 (freshman or sophomore) or $5,000 (junior or beyond) in additional unsubsidized loan. The interest rate on unsubsidized loans is 6.8% and accrues from the date of borrowing.

Federal Plus Loans  Available to parents of dependent students, with the maximum amount available calculated as the cost of education less any financial aid received. These loans are not need-based and interest is paid from the date the loan is disbursed. The interest rate is fixed at 8.5%.

Alternative Loan Programs  are offered through lenders to assist students with the cost of education. The yearly limit on an alternative loan is equal to the cost of education minus available financial aid. To receive an alternative loan, students will need to be creditworthy. The lender may also require a cosigner. Information on this option is available through the Office of Financial Aid and lender websites.

Veterans' Administration Benefits  Available to those with at least 180 days of continuous active duty between 1955 and 1976. Assistance is in the form of monthly stipends and is dependent on enrollment status. Details can be secured from the Office of the Registrar.

Ombudsman  When reasonable efforts through other channels have not resolved a dispute or problem regarding federal education loans, students can contact the Student Financial Assistance Ombudsman. The U.S. Department of Education's Ombudsman Office can propose solutions that may help students and other parties come to a final agreement, although an ombudsman can't reverse a decision or take sides. Reach the ombudsman at:
1-877-557-2575
www.ombudsman.ed.gov
Office of Ombudsman
Student Financial Assistance
Room 3012, ROB #3
7th & D Streets, SW
Washington, D.C. 20202

State Programs

Tuition Assistance Program (TAP)  Up to $5,000 per year for undergraduate full-time students who have been New York State residents for at least one year. TAP awards are based on the net taxable income of the family and are renewable for four years of baccalaureate study.

Aid for Part-Time Students (APTS)  applications for this New York State grant are available to students carrying from three to 11 credit hours per semester and who are able to demonstrate need for assistance. To be eligible, individuals must be matriculated in a degree-granting program. Acceptance of an APTS award will reduce lifetime TAP eligibility.

Miscellaneous  In addition to the above, New York state administers assistance programs for children of deceased or disabled veterans, deceased corrections officers, and deceased firefighters. Direct grants are available to Vietnam-era veterans.

Native Americans may be eligible for assistance for undergraduate study from both New York and federal sources.

New York State also provides grants and scholarships to students who concentrate in specific fields of study including education, nursing, physical therapy, and occupational therapy.

Although separate application procedures are required for state-sponsored aid programs, information and guidance can be secured from the Office of Financial Aid.

Institutional Programs

The following scholarships are open to Sage After Work students meeting the specified criteria:

Corporate Connections Scholarship  To receive this scholarship students must be in their last year of study, have a minimum cumulative grade point average of 3.00, and reside in one of the following counties: Albany, Columbia, Montgomery, Rensselaer, Saratoga, Schenectady or Schoharie.

Daniel A. Cowan Endowed Scholarship  To qualify for this scholarship, students must be entrepreneurs who own their own business and are paying for their own education.

George I. Alden Trust Endowed Scholarship  To students from Massachusetts.

Linda Thomas Franklin, RSC '78, Scholarship in Nursing  To a student enrolled full time in the Nursing program with preference given to minorities and then single parents.

Marjorie A. Mellor Nursing Scholarship  To Nursing majors with financial need.
**Mary Frances Burke Memorial Endowed Scholarship**: To qualify for this scholarship the student must be a returning woman enrolled at Sage After Work who began her baccalaureate program after age 25.

**Night School Scholarship** To B.S.R.N. students attending Sage After Work.

Please refer questions on these scholarships to the Office of Financial Aid at (518) 292-1783.
International Students

International students must submit all pertinent information to The Sage Colleges and meet the individual admissions criteria established for that program. Applicants will complete the following steps:

- Submit high school/secondary school records (translated to English, if necessary).
- Submit official transcripts from each post-secondary institution (college, university, technical, proprietary school, etc.) previously attended. If credit has been earned at institutions outside the United States, forward the official transcripts for evaluation (and translation if necessary) to World Education Services (WES). Application materials for this service are available from World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10013 or on the web at www.wes.org. Direction on whether WES evaluation is necessary can be secured from the Office of Admissions.
- Submit a completed Student Financial Statement (undergraduate or graduate) with other application materials. The Student Financial Statement, along with supporting bank documents, and the acceptance and enrollment deposit, are required before The Sage Colleges can issue the I-20 form necessary to secure a student visa. Note: Financial assistance is not available to international students.
- If native language is not English; submit one of the following:
  - Results from the Test of English as a Foreign Language (TOEFL)—the minimum score requirements at Sage is 500 (paper) or 213 (computerized). Note: Information regarding TOEFL and TSE dates and locations are available from the Educational Testing Service, Box 899-TOEFL, Princeton, NJ 08541, and on-line at www.ets.org.
  - Results from the SAT I
  - A transcript from an English Language School (ELS) documenting fluency at Level 109 or above.

Nursing applicants who have completed programs outside of the United States or Canada must take the Commission on Graduate and Foreign Nursing Schools examination. Information is available from the Director, Credential Services, Commission of Graduate and Foreign Nursing Schools, 3600 Market St., Suite 400, Philadelphia, PA 19104-2851.

Immunization Requirements

New York State Public Health Law requires that individuals born after December 31, 1956, provide evidence of immunization against measles, mumps, and rubella. Compliance forms are provided with admission materials and must be submitted prior to class registration by each student enrolled for 6 credits or more in a semester.

Students in nursing and other health professional programs have additional requirements, which are available from the appropriate academic department.
Student Handbook

Students share responsibility with the faculty and administration for establishing and maintaining standards of behavior that enhance learning and growth for the entire community. Students are expected to become familiar with the content of the Student Handbook and review the Student Conduct Code, available online for Russell Sage and Sage College of Albany, as well as in the Dean of Students offices on both campuses. The handbooks for each College contain additional information regarding student life, extracurricular activities, and academic policies.

Religious Policy Statement

The Sage Colleges recognize the value of participation in and observance of religious obligations and practices by individual students. No student will be denied admission or suspended because a religious observance prevents participation in any examination, study, or work requirement. A student who intends to be absent from classes for a religious observance must notify each instructor in advance and make arrangements to complete the examination, study, or work missed. An opportunity will be provided for each student to make up any examination, study, or work requirement for an absence due to religious observance.

Policies on Alcohol and Other Drugs

The Drug-Free Schools and Communities Act Amendments of 1989 require each educational institution, as a condition of receiving funds or any form of financial assistance under any federal program, to certify that it has adopted and implemented a program to prevent the unlawful possession, use, and distribution of alcohol or illicit drugs by students and employees.

The Sage Colleges Alcohol and other Drug Prevention Program is designed to:

1. Promote student adherence to applicable federal and state laws;
2. Stress safety, responsibility, and individual accountability for those who choose to drink alcohol;
3. Provide an environment free of coercion for those who choose not to drink;
4. Promote an environment that is incompatible with the abuse of alcohol and other drugs and in which healthy, low-risk behaviors are emphasized;
5. Provide information and education for all members of the college community; and
6. Provide counseling and/or referrals to students with substance abuse concerns.

In compliance with these standards, the College must disseminate its Alcohol and other Drug Policies in writing to all students and employees, on a yearly basis. The College will also conduct a biennial review of its program to determine its effectiveness, implement needed changes, and ensure that disciplinary sanctions are consistently enforced.

Each member of the community is responsible for contributing actively to and sustaining a healthy campus environment. Community members are expected to be law-abiding, knowledgeable and thoughtful about decisions regarding alcohol consumption. The College provides information about alcohol use and abuse and urges all community members to become informed consumers or non-consumers.

The College encourages those with concerns about their own or others' possible difficulties with alcohol and/or drugs to seek confidential and private assistance on or off campus. Such assistance is available through the Wellness Center, the Residence Life or Dean of Students Office for each College, or the Human Resources Office.

Alcohol, Drugs, and the Law

Laws relating to alcohol and drugs exist at all levels of government. As a general rule, federal and state laws prohibit the manufacture, sale, use or possession of illegal drugs, also known as controlled substances. State and local laws are used to regulate behavior related to alcohol. The primary laws regulating behavior related to controlled substances are Title 21 of the U.S. Code and the New York Penal Law. Both prohibit the manufacture, sale, use or possession of controlled substances. Both laws also provide penalties for violation of their provisions. Penalties vary in severity, according to many factors such as:
whether a drug is sold or possessed
specific drug sold or possessed
quantity of drug sold or possessed
age of the person to whom a drug is sold
location where a drug is sold
criminal history of the accused

Those penalties may include any of the following or combinations of the following:

- imprisonment
- fine
- probation
- community service
- asset forfeiture

Both laws classify crimes as either felonies or misdemeanors. Felonies are those crimes that are punishable by more than one year in prison. Misdemeanors are those crimes that are punishable by less than one year in jail. The New York Penal Law has a third classification, called violations, which are not considered to be crimes and which are punishable by no more than 15 days in jail and fines of no more than $100.

**New York State Law**

Offenses against the Alcohol Beverage Control (ABC) Law are violations and generally punishable by fines of no more than $100, and/or imprisonment of no more than 15 days. Some offenses carry more severe penalties for repeat offenders and some allow the imposition of a community service requirement and/or an alcohol education program.

Sec. 65 provides that no person shall sell, deliver or give away, or cause or permit or procure to be sold, delivered, or given any alcoholic beverages to any person, actually or apparently, under the age of 21 years; any visibly intoxicated person; or any habitual drunkard known to be such to the person authorized to dispense any alcoholic beverages.

Sec. 65-a prohibits the misrepresentation of age of a person under the age of 21 for the purpose of inducing the sale of alcoholic beverages.

Sec. 65-b prohibits the purchase or attempted purchase of alcoholic beverages through fraudulent means by a person under the age of 21.

Sec. 65-c prohibits the possession with intent to consume of an alcoholic beverage by a person under the age of 21.

**Vehicle and Traffic Law**

Offenses against the Vehicle and Traffic Law may be violations, misdemeanors or felonies, depending generally on the blood alcohol content of the offender or previous convictions. Penalties may include fines, probation, imprisonment, community service, loss of driving privileges and alcohol awareness programs. Be aware that loss of driving privileges may occur prior to a finding of guilt. Also, be aware that automobile crashes that involve an intoxicated operator causing injury or death may result in assault or homicide charges against the operator.

Sec. 1192 prohibits the operation of a motor vehicle while:

- the driver’s ability to operate a motor vehicle is impaired by the consumption of alcohol,
- the driver’s ability to operate a motor vehicle is impaired by drugs, or
- the driver is intoxicated, per se, as determined by a chemical analysis of the blood, breath, urine or saliva measuring the BAC to be more than .08 of one per centum by weight.

Sec. 1192-a prohibits the operation of a motor vehicle by a person under 21 years of age after having consumed alcoholic beverages.

Sec. 1227 prohibits the consumption of alcoholic beverages or the possession of an open container containing an alcoholic beverage in a motor vehicle.

**Public Health Law**

The New York State Public Health Law regulates behavior considered to be harmful in many areas, such as communicable diseases, sexually transmitted diseases, smoking and drugs. Specifically, Article 3300, also known as the New York State Controlled Substance Act, prohibits the manufacture, sale, or possession of the same drugs as prohibited by the Penal Law. Additional prohibitions of the Public Health Law include:

Sec. 3304.2 prohibits possession of a New York State prescription except as lawfully written by a physician, etc.

Sec. 3345 prohibits the possession of a prescription drug outside the container in which it was originally dispensed.

Sec. 3380 prohibits the use, possession or sale of hazardous inhalants such as glue, cement, gasoline or nitrite compound for the purpose of causing intoxication, inebriation, excitement, etc.
Sec. 3381 prohibits the possession or sale of a hypodermic needle or syringe except pursuant to a lawful prescription.

Sec. 3382 prohibits the growing of a plant of the genus cannabis, or the failure to destroy such a growing plant on one’s property.

Sec. 3383 prohibits the manufacture, sale or possession of any substance that appears, either by markings or packaging, to be a controlled substance that, in fact, is not a controlled substance.

Sec. 3397 prohibits persons from obtaining or attempting to obtain a controlled substance, a prescription for a controlled substance or an official prescription form by fraud, deceit, misrepresentation or subterfuge.

Penal Law

Most crimes involving the unlawful possession and distribution of drugs are defined under the New York Penal Law, which contains exhaustive lists of various controlled substances, specific types of offenses, and sanctions ranging from a fine or not more than $100 to imprisonment for life.

Sec. 120.05.5, assault in the second degree, prohibits the administration to another, without his consent, of a drug, substance or preparation capable of causing stupor, unconsciousness or other physical impairment or injury.

Sec. 130.00.6 provides that administration of a narcotic or intoxicating substance to another, without their consent, that causes them to become mentally incapacitated, renders the administrator guilty of rape, sodomy or sexual abuse upon the requisite sexual activity. In more simple terms, sexual conduct following the unwitting consumption of so called “date rape” drugs or “spiked” drinks makes those who administered the drug guilty of rape, sodomy or sexual abuse.

Sec. 170.05, forgery in the third degree, prohibits the making, completing or altering of a written instrument with intent to defraud, deceive or injure another. This section can be used to charge a person who alters a driver’s license or other official form of identification for the purpose of obtaining alcoholic beverages.

Sec. 170.20, criminal possession of a forged instrument, prohibits the possession of a written instrument as described above, regardless of who made, completed or altered it.

The Sage Colleges Alcohol and Drug Regulations

The Sage Colleges abide by federal and state laws prohibiting the possession, use, or distribution of illegal drugs or narcotics and will not interfere with the legal prosecution of any member of the College community who violates these laws.

- In compliance with New York State law, students at The Sage Colleges under the age of 21 may not purchase, nor possess with the intent to consume, alcoholic beverages.
- Alcoholic beverages may not be sold to anyone on either Sage campus unless it is under the license of a college approved vendor or caterer.
- Open containers of alcohol are not permitted in public areas.
- On- and off-campus events sponsored by student organizations must receive prior approval of the Dean of Students and comply with party regulations (see Party Regulations in the Student Handbook).
- In the Albany Residence Hall, the use or possession of alcohol by any resident or guest, regardless of age, is prohibited.
- On the Troy campus, students who are under 21 years of age may not consume alcohol in their residence hall rooms.
- Kegs or bulk containers are not permitted in the residence halls.
- Students who violate these regulations are subject to disciplinary sanctions as outlined in the Student Conduct Code.
- Possession, sale or use of illegal drugs or drug paraphernalia, or being present where illegal drugs are being used, is prohibited on the Sage campuses.
- Individuals possessing illegal drugs or any drug paraphernalia, using illegal drugs or present where illegal drugs are being used will be subject to confiscation and review by the appropriate college administrator.
- The odor of marijuana in student rooms, corridors, lounges, or public areas is sufficient evidence to warrant investigation by a staff member and imposition of sanctions.

Any student judged guilty of illegal drug use on College property will be subject to immediate disciplinary action, which may involve suspension or dismissal. This action will be taken independently of any action that might be taken by municipal, state, or federal agencies.

Disciplinary Sanctions

The Sage Colleges will impose disciplinary sanctions on students and employees who violate the aforementioned standards of conduct. Among the sanctions which may be imposed on students are: warning, fine, parental notification, mandated alcohol/drug assessment, alcohol education, probation, community service, suspension, expulsion, or referral for prosecution. Among the sanctions which may be imposed on employees are: verbal warning, written reprimand, suspension with or without pay, termination or referral for prosecution.

Health Risks

Students and employees should be aware of the health risks associated with the use and abuse of alcohol and illicit drugs. Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination...
required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including domestic violence, child abuse, and rape. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants to the central nervous system, much lower doses of alcohol will produce the effects described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can lead to permanent damage of vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with Fetal Alcohol Syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other individuals of developing problems with alcohol.

Drugs interfere with the brain's ability to take in, sort and synthesize information. They distort perception, which can lead users to harm themselves or others. Drug use also affects sensation and impairs memory. In addition to these general effects, specific health risks including substance dependence and death are associated with particular categories of controlled substances.

Campus & Community Resources for Help

Students and employees of The Sage Colleges who have concerns about alcohol and/or drugs for themselves or others, can contact any number of resources on campus and in the community for confidential help.

On Campus

Wellness Center

- Troy Campus, Kellas Hall (518) 244-2261
- Albany Campus, Kahl Campus Center (518) 292-1917

The Sage Colleges Alcohol and other Drug Education Coordinator

- Troy Wellness Center, Kellas Hall (518) 244-2261
- Provides assessments and interventions, short-term counseling, referrals, consultations, educational programs, literature, and peer education.

All alcohol and/or drug related services are free and strictly confidential.

Off Campus

Employee Services (Employee Assistance Program)

- 1-800-252-4555
- Provides free, confidential, professional assistance to any Sage employee and/or family member.

Community/Self Help Resources

(all numbers in 518 area code)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Albany Citizens Council on Alcoholism and Other Chemical Dependencies</td>
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<tr>
<td>Equinox, Albany</td>
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<td>St. Peters Addiction &amp; Recovery Center, Albany</td>
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<td>Conifer Park, Troy</td>
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<td>Hudson Mohawk Recovery Center, Troy</td>
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<td>Rensselaer County Substance Abuse Services, Troy</td>
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<td>Alcoholism Council of Schenectady</td>
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<td>Alcoholics Anonymous</td>
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<td>Narcotics Anonymous</td>
<td>435-0215</td>
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<tr>
<td>Al-Anon/Adult Children</td>
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</table>

Smoke-Free Environment

The Sage Colleges are committed to providing a smoke-free environment for students, faculty, staff, administrators and visitors. As of
1997, smoking is not permitted in any building on either campus. Our desire to be an entirely smoke-free environment is consistent with our position as an educational leader in health sciences.

**New York State Clean Indoor Air Act**

The Sage Colleges’ Smoke-Free Environment Policy was adopted in accordance with Article 13-E of the New York State Public Health Law, “Regulation of Smoking in Certain Public Areas.” It is the intention of this legislation and Sage’s policy to protect members of the community from involuntary exposure to second-hand tobacco smoke.

**Sage Policy**

Smoking (the burning of a lighted cigar, cigarette, pipe or any other matter or substance which contains tobacco) is expressly prohibited in all indoor areas of the College premises, including vehicles, unless otherwise designated. Smoking is also prohibited within 25 feet of any building entrance or exit, under any covered walkway or building overhang, within the immediate vicinity of all windows and air intakes. Smoking is prohibited in all enclosed public areas on the Troy and Albany Campuses of The Sage Colleges. Residence Hall rooms and college-owned vehicles are also designated as smoke-free areas.

**Sage Guidelines**

- “No Smoking” signs will be displayed at the entrances of buildings on The Sage Colleges campuses.
- Copies of the Colleges’ Smoke-Free Environment Policy will be publicly displayed.
- Copies of the New York State Clean Indoor Air Act will be available in each campus library.
- The policy will be included in the Student Handbooks and The Sage Colleges’ Employee Handbook.
- The sale of any tobacco products is prohibited on both Sage campuses.

**Policy on Sexual Assault**

The Sage Colleges, including Russell Sage College, Sage College of Albany, Sage After Work, and Sage Graduate School, believe that sexual assault is intolerable, and that the entire Sage community has the right to be free of violence, abuse, force and threats that are sexual in nature. Although the Sage community experiences very little crime on campus (see the report on Campus Crime Statistics), Sage is particularly concerned that the entire community be aware of behaviors that are intolerable and the consequences of those behaviors. Sex offenses are among the most serious of all criminal offenses because they not only involve physical injury and personal exploitation, but they also frequently result in emotional trauma which stays with a victim long after legal issues surrounding an incident have been resolved. The Penal Law of New York state recognizes this fact and attaches very serious penalty to many of these offenses. The behaviors discussed below are also prohibited by The Sage Colleges, and may result in serious disciplinary actions, whether or not a victim chooses to pursue criminal prosecution.

An evolution in the Penal Law in recent years has made criminal prosecution for sexual assault more likely to be successful. Requirements that a victim demonstrate “earnest resistance,” which frequently resulted in more serious injury to a victim, have been eliminated, and requirements for corroboration, or evidence independent of the victim’s testimony, have been lessened. New York State has also made it possible to convict persons of either gender for these offenses.

The Sage Colleges will not tolerate the behaviors discussed below. The Sage Colleges also find false allegations of sexual offenses to be equally intolerable.

The most serious sex offenses involve lack of consent on the part of the victim. It is important to understand that in the Penal Law, “consent” does not have its ordinary meaning. Lack of consent, for Penal Law purposes, results from:

- **Forcible compulsion**, which means to compel behavior by the use of physical force or a threat - expressed or implied - that puts a person in fear of physical injury to himself, herself or another, or in fear that he, she or another will immediately be kidnapped; or
- **Incapacity to consent**, which occurs when a person is:
  - less than 17 years of age;
  - mentally disabled (which means that a person suffers from a mental disease or defect which renders him or her incapable of appraising the nature of his or her conduct);
  - mentally incapacitated (which means that a person is rendered temporarily incapable of appraising or controlling conduct due to the influence of a narcotic or intoxicating substance administered to him or her without his or her consent); or
  - physically helpless (which means that a person is unconscious or otherwise physically unable to communicate unwillingness to participate in an act).

The following behaviors, when they involve the circumstances above, are prohibited by law and College policy:

- **rape**, which is sexual intercourse in its ordinary meaning and occurs upon penetration of the penis into the vagina;
- **criminal sexual act**, which is oral sexual conduct or anal sexual conduct; or
- **sexual abuse**, which involves the touching of the intimate parts of another, or the insertion of a foreign object into another.

The “intimate parts of another” include the genitalia, breasts and buttocks. Sexual abuse may involve the touching of the victim by the offender or the touching of the offender by the victim, and may occur directly or through clothing.
Each of the behaviors above may occur in varying levels of seriousness, as determined by the reason for the lack of consent or the age of the victim. Penalties for these offenses vary greatly, depending upon the seriousness of the crime, the age of the victim and the prior criminal history of the offender. Penalties for these offenses may be as serious as incarceration for a period of not less than 25 years. In addition to criminal penalties, the judicial process of The Sage Colleges may be initiated. Penalties will vary according to the specific incident, but may be as serious as permanent expulsion from The Sage Colleges.

Other behaviors may also be considered sex offenses, depending on the circumstances under which they occur. Although the law may consider them less serious, and provide penalties that involve incarceration for less than a year, they are equally intolerable within the College community. They include:

- **sexual misconduct**, which occurs when a person engages in sexual intercourse, oral or anal sexual conduct with another without their consent, or with an animal or dead human body;
- **aggravated harassment**, which includes sexually explicit communication with the intent to harass, alarm, threaten or annoy another;
- **public lewdness**, which involves the exposure of intimate body parts in a lewd manner, or engaging in lewd behavior when observable in public; and
- **criminal trespass**, which occurs when a person enters an area for the purpose of covertly viewing another, or the behavior of others, for sexual gratification.

For a more complete description of New York state law regarding sexual assault and the penalties for those convicted of sexual assault, please consult the New York Penal Law, Articles 70 and 130.

Victims of sexual assault should immediately get to a safe place and contact Sage’s Office of Public Safety as soon as it is safe to do so by dialing 3177 from any campus phone. Public Safety will summon emergency medical services or law enforcement as necessary. Victims should avoid bathing or any cleaning that might destroy valuable evidence. The Office of Public Safety, as well as other Campus Life offices, will be available to assist the victim in deciding whether or not to pursue criminal charges. The Sage Colleges judicial process will also be invoked as appropriate.

Sexual assault prevention programming begins with a student’s orientation program and is subsequently available from the Office of Public Safety and the Wellness Center. Victims of sex offenses are encouraged to utilize the variety of services available to them, including Public Safety, the Wellness Center and the Office of Campus Life. Students will be assisted and supported in a confidential manner. The student may also be encouraged to utilize rape crisis agencies in the appropriate county and participate in the criminal justice process so that offenders are held accountable for their behavior.

**Sexual Offender Registry**

The federal Campus Sex Crimes Prevention Act enacted in 2000 went into effect October 28, 2002. The law requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders required to register in a State to provide notice, as required under state law, of each institution of higher education in that State at which the person is employed, carries on a vocation, or is a student. The New York State sex offender registry may be accessed at www.criminaljustice.state.ny.us/nsor/index.htm.

In addition, the City of Albany maintains a sex offender registry that may be accessed by “Entities of Vulnerable Population.” The University Heights Association’s Office of Public Safety (which provides Public Safety services for Sage College of Albany) has been declared such an entity and the registry may be accessed through the Director of Public Safety.

**Services for Students with Disabilities**

The Sage Colleges promote self-advocacy for students with disabilities and facilitates a positive and adaptive learning environment for such students. Students seeking accommodations are required to present a recent (within the past three years of the current date or as prevailing scientific knowledge warrants) evaluation of their disability conducted by a licensed professional. It is imperative that upon admission, students requesting accommodations contact the Director of Disabilities Services in the Academic Support Center, with offices in Hart Hall in Troy (244-2208) and The Library in Albany (292-1764). Following is the complete College policy and a review of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

**Rehabilitation Act of 1973, Section 504**

**From Rights of Individuals with Handicaps under Federal Law**

**U.S. Department of Education/Office of Civil Rights**

As part of the Rehabilitation Act of 1973 (Public Law 93-112), Congress enacted Section 504, the first federal civil rights law protecting the rights of individuals with handicaps. Section 504 provides that “no qualified individual with a disability in the United States...shall, solely by reason of handicap, be excluded from, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Section 504 covers only those persons with handicaps who are otherwise qualified to participate in and benefit from the programs or activities receiving federal financial assistance. This coverage extends to persons who have handicaps as well as persons who have a history of a handicapping condition and persons perceived by others to have a handicap.
An individual with handicap(s) is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The term “physical or mental impairment” includes, but is not limited to, speech, hearing, visual and orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, mental retardation, emotional illness, and specific learning disabilities such as perceptual handicaps, brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia. In accordance with a formal opinion issued by the Attorney General in 1977, alcoholism and drug addiction are also handicapping conditions.1

1 Although alcoholism and drug addiction are handicapping conditions, the 1978 amendments to the Rehabilitation Act of 1973 (Public Law 95-602) clarified the status of alcohol and drug abusers as they relate to employment by stating that the term handicapped “…does not include any individual who is an alcoholic or drug abuser and whose current use of alcohol or drugs prevents such individual from performing the duties of the job in question, whose employment by reason of such current alcohol or drug abuse would constitute a direct threat to property or the safety of others.”

For purposes of postsecondary and vocational education services, a qualified handicapped person is an individual with handicap(s) who meets the academic and technical standards requisite to admission or participation in the recipient’s education program or activity. The Sage Colleges are recipients.

The regulation enumerates specific programs and activities which postsecondary and vocational education recipients must operate in a nondiscriminatory manner. This includes, but is not limited to: recruitment, admission, academic programs, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, and extracurricular programs. For federally assisted programs or activities operated by postsecondary education recipients, the specific obligations with regard to students with handicaps include the following:

- Qualified handicapped persons must be afforded an equal opportunity to participate in and benefit from all postsecondary education programs and activities, including education programs and activities not operated wholly by the recipient.
- Qualified handicapped persons must be afforded the opportunity to participate in any course, course of study, or other part of the education program or activity offered by the recipient.
- All programs and activities must be offered in the most integrated setting appropriate.

Americans with Disabilities Act (ADA) of 1990

The landmark Americans with Disabilities Act (ADA) enacted in 1990 (104 Stat 327) provides comprehensive civil rights protection to qualified individuals with disabilities in the areas of employment, public accommodations, state and local government services, and telecommunications. A primary goal of the ADA is the equal participation of individuals with disabilities in the “mainstream” of American society. Title II of the Act took effect in 1992 and covers programs, activities, and services of public entities. Most of the requirements of Title II are based on Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability in federally assisted programs and activities. The ADA extends Section 504’s non-discrimination requirement to all activities of public entities, not only those that receive federal financial assistance.

Under Title II, a public entity may not deny the benefits of its programs, activities, or services to individuals with disabilities because its facilities are inaccessible. A public entity’s programs, services, and activities, when viewed in their entirety, must be made readily accessible to and usable by individuals with disabilities, except when doing so would result in a fundamental alteration in the nature of the programs, result in undue financial and administrative burdens, or threaten or destroy the historic significance of an historic property. This standard, known as “program accessibility,” applies to all existing facilities of a public entity. Under this standard, the College is not required to make all its facilities or every part of single facility accessible. Program accessibility may be achieved by a number of methods, including but not limited to: alterations of existing facilities to remove architectural barriers, the relocation of activities or services from inaccessible buildings, the redesign of equipment, the assignment of aides to beneficiaries, home visits, or delivery of services at alternate accessible sites. When choosing a method of providing program access, it is required that priority be given to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities.

Academic Accommodations

The Sage College is committed to achieving equal educational opportunity and full participation for persons with disabilities. Sage promotes self-advocacy for students with disabilities and facilitates a positive and adaptive learning environment.

Students’ Rights and Responsibilities

Every student with a documented disability has the following rights:

- Equal access to courses, programs, services, jobs, activities and facilities available through the College.
- Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case by case basis when requested by the student.
- Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose the disability to, except as required by law.
- Information reasonably available in accessible formats.

Every student with a disability has the responsibility to:
Meet the College’s qualifications and essential technical, academic, and college standards.

Identify themselves in a timely manner to the Director of Disabilities Services as an individual with a disability when seeking accommodation.

Provide documentation to the Director of Disabilities Services from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.

Follow specific procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids.

**Faculty Members’ Responsibilities**

- Discuss with the student the accommodation letters presented to them for their review and sign the letters of accommodation with the student.
- Discuss with the Director of Disabilities Services any concerns related to the accommodation or arrangements that have been requested by the student during the initial contact.
- Determine the conditions under which an exam is to be administered (e.g., computer with word processing including use of spell checker, calculator).
- Provide appropriate accommodations.
- Assure the timely delivery of an exam, along with necessary instructions and materials for proper administration, if the exam is to be administered outside of class. The faculty member may also make arrangements for the exam to be given to the student and for delivery and return of the exam.
- Assure confidentiality of information regarding students with disabilities.

**The Sage College’s Rights and Responsibilities**

The Sage College, through its Director of Disabilities Services, has the right to:

- Maintain the College’s academic standards.
- Request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
- Discuss a student’s need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student’s signed consent authorizing such discussion.
- Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with the students with disabilities.
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner.
- Refuse to provide accommodations, adjustments, and/or auxiliary aids that are inappropriate or unreasonable, including any that:
  - Pose a direct threat to the health and safety of others;
  - Constitute a substantial change or alteration to an essential element of a course or program; or
  - Pose undue financial or administrative burden on the College.

**The Accommodation Process**

Any student with a documented disability is eligible to receive accommodations. The purpose of accommodations or modifications is to reduce or eliminate any disadvantages that may exist because of an individual’s disability. The law does not require the College to waive specific courses or academic requirements considered essential to a particular program or degree. Rather, the College is mandated to modify existing requirements on a case by case basis in order to ensure that individuals are not discriminated against on the basis of their disability. Students wanting to access such services must identify themselves and provide appropriate verification of their disability to the Director of Disabilities Services. Eligibility for reasonable and appropriate accommodations will be determined on an individual basis.

Appropriate documentation will assist the student and the College in determining reasonable accommodations as stipulated under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and other pertinent state and federal regulations.

Students requesting accommodations of either an academic or personal nature must meet with the Director of Disabilities Services and present appropriate documentation prior to receiving services. Documentation must be current (in most cases within three years of the current date or as prevailing scientific knowledge warrants) and must be submitted by a qualified practitioner. This documentation must be a comprehensive assessment including recommendations for accommodations. Students must present evidence of a clinical interview by a qualified professional, their complete medical and educational history, and evidence of a diagnosis that substantially limits one or more of the major life functions.

It is the responsibility of the student requesting accommodations to do so and present documentation in a timely manner prior to the beginning of each academic semester.

**Accommodations**

To access services, students must refer themselves to the Director of Disabilities Services and provide adequate documentation from a licensed professional to the Disabilities Services Office. Since the purpose of the documentation is to assist the student and the College in determining reasonable accommodations (e.g., extended test time, reduced course load, auxiliary aids, etc.), these guidelines must be followed to assure that the diagnostic evaluation report is appropriate for verifying accommodation needs. Specific
The complaint should be filed with the Director of Disabilities Services as the person designated to coordinate the efforts of the College to the law or any acts prohibited by the law may file a written complaint within 30 working days of the occurrence of the alleged action. Any member of The Sage Colleges community, including faculty, administrators, staff, and students, who has any grievance in relation to the law or to the policies of the College may file a written complaint within 30 working days of the occurrence of the alleged action. The complaint should be filed with the Director of Disabilities Services as the person designated to coordinate the efforts of the College to the law or any acts prohibited by the law may file a written complaint within 30 working days of the occurrence of the alleged action.

Procedures for Requesting Academic Adjustments

A student who wishes to request academic adjustments under Section 504 of the Rehabilitation Act of 1973 should do so by writing to the Director of Disabilities Services. The Sage Colleges reserves the right to require medical, psychological, neurological, or psychoeducational verification of the handicap causing the student to seek adjustments of academic conditions. Notification of any request for academic accommodations should be sent to the Director of Disabilities Services immediately. The Director will notify the faculty member(s) of the request; discuss options, if any, to meet the request; agree on the acceptable adjustments; and notify the student seeking the accommodations within 10 working days.

Procedures for Grievances Alleging Discrimination Based on Disability

Any member of The Sage Colleges community, including faculty, administrators, staff, and students, who has any grievance in relation to the law or any acts prohibited by the law may file a written complaint within 30 working days of the occurrence of the alleged action. The complaint should be filed with the Director of Disabilities Services as the person designated to coordinate the efforts of the College to comply with and carry out its responsibilities under the law. The written complaint should explain:

- who was discriminated against;
- in what way;
- by whom;
- when the discrimination took place;
- who can be contacted for further information;
- the name, address, and telephone number of the complainant; and
- as much background information as possible about the alleged discriminatory act.

These are suggestions, not requirements. Within five working days, the Director of Disabilities Services shall acknowledge receipt of the complaint and assign an individual to investigate the complaint. The individual investigating the complaint shall submit a written report to the Director with a copy to the complainant within 10 working days from the date assigned. The complainant shall have 10 working days from receipt of the investigation report to contact the Director to support or refute information contained in the investigation report. The Director of Disabilities Services will review the report and related material, and submit a written recommendation to the College President within five working days after the time period given the complainant to respond. A copy of
this recommendation shall be sent to the complainant and the investigator. The President, as chief executive officer of the institution, shall make disposition of the complaint or refer it for the established grievance procedures of The Sage Colleges.

Anyone who believes there has been an act of discrimination on the basis of handicap in violation of Section 504 against any person or group in a program receiving financial assistance from the U.S. Department of Education, may file a written complaint with the Office for Civil Rights of the U.S. Department of Health and Human Services within 180 days of the alleged discrimination (unless the time for filing is extended for good cause by the regional civil rights director), and send it to the regional office that serves the state in which the discrimination allegedly occurred:

Office for Civil Rights, New York Office
U.S. Department of Education
75 Park Place, 14th Floor
New York, NY 10007-2146 (212) 637-6466
FAX# (212) 264-3803; TDD (212) 637-0478

Student Right to Know, Privacy & Records Policies

Student Right to Know Law

The Sage Colleges will provide information regarding graduation and persistence rates, in accordance with provision of the federal Student Right to Know Law. The information is available from the Office of the Registrar. In addition, The Sage Colleges publishes required information under the Campus Security Act in a safety and security brochure and posts the information on the Office of Public Safety web page.

Privacy and Confidentiality

The Family Educational Rights and Privacy Act (Buckley Amendment) passed in 1974 regulates the procedures for handling student records. According to the U.S. Department of Health, Education and Welfare, the Act was designed to ensure that students and parents (in cases where the student is considered a dependent) would have specific educational records made accessible for reasons of inspection and correction and to restrict the release of most records so as not to violate their privacy and confidentiality when student consent is lacking.

According to the Act, the following records are not accessible:

- financial records of a student’s parents;
- confidential letters of recommendation received prior to January 1, 1975;
- confidential letters of recommendation for which the student has signed a waiver of access; and
- records created and maintained by a professional for the sole purpose of treating the student (i.e., records kept by a college physician, psychiatrist, or counselor). The student may choose a qualified professional to review these records.

Access to Directory and Records Information

The College is permitted under the Family Educational Rights and Privacy Act (Buckley Amendment) to make directory information about students available to the public. Directory information includes: the student’s name, address, telephone listing, e-mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (for members of athletic teams), dates of attendance, degrees and awards received, and the most recent previous educational agency attended.

If a student would prefer that any or all of this information not be made public, the student may inform the College of this within the first month of his or her first semester of each academic year. Forms are available from the Registrar’s Office with which the student may inform the College what information they do not wish to be made public.

Records Inspection

The following student records are available for inspection at the specified locations:

Student Services

Transcript of grades*
Grade lists*
Academic warning, probation and suspension lists*
Transfer credit records
Degree information
General student records
Financial Aid files
Campus Life/Residence Life Offices
Judicial records
Parking/traffic violations lists*

Dean's Office
Dean's List

Academic Support Center
HEOP records

* The entire content will not be released, only the data directly related to the individual requesting access.

Procedures for Review of Records

The Act specifies that a college official has 45 days to respond to a student’s request to view their records. The Sage Colleges will initially respond to a request by setting up an appointment with the student within the 45 day period. Ideally, the student will be able to access the records within a couple of weeks.

All records must be reviewed in the presence of a College official. The student may be asked to show proper identification to the college official and sign a permit form. Students may request a copy of their records in most cases, but the College is entitled to charge for copies. Copies cannot be made of records when a “hold” status exists or when the names of other students or information related to other students are involved (i.e., restricted records such as a grade list).

Inspection and Correction of Records

If a student wishes to challenge any part of a record, it may be done informally by addressing the issue with the administrator in charge of the record in question. If an agreement cannot be reached, the student should request a hearing with the Dean of the College. If the student still believes that his or her rights are being violated after following the above procedure, an investigation can be requested by the Review Board of the Family Educational Rights and Privacy Act Office, U.S. Department of Education, 600 Independence Ave., SW, Washington, DC 20202. An investigation could lead to a hearing.

Access to Records by Another Party

Each individual record will include the names of those persons not employed by the College who request or obtain access to a student record. The legitimate interest of the person making the request will also be recorded. The College permits third parties to gain access to students’ records when requests come from:

- a person designated by the student with the student’s written consent;
- an accrediting agency doing a college evaluation;
- certain federal or state agencies;
- officials of other schools in which a student seeks acceptance or intends to enroll when the student requests that the information be released; or
- other faculty members, administrators, or staff members who either seek access for a legitimate educational reason or who are required to handle the records as part of their official duties at the College.

Student records, except for the permanent transcript and certification of completion required for state licensure in some academic programs, are kept for a period of six years from the date of graduation or last attendance. The permanent transcript is maintained “forever” in the Office of the Registrar. The certification of completion, if required for licensure, is maintained in the academic program office.

Campus Crime Statistics

<table>
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**CRIMES REPORTED IN THE RESIDENTIAL FACILITIES COLUMN ARE INCLUDED IN THE ON CAMPUS CATEGORY.**
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**CRIMES REPORTED IN THE RESIDENTIAL FACILITIES COLUMN ARE INCLUDED IN THE ON CAMPUS CATEGORY.**
CAMPUS LIFE:
Learning Outside the Classroom

- Academic Services
  - Center for Advisement & Career Planning
  - New Student Orientation
  - Academic Advising
    - First Year Experience
  - Academic Support
  - Higher Education Opportunity Program (HEOP)
- Cultural Enrichment & Diversity
- Student Development Programs
  - Leadership Development
  - Student Government

Campus Life Mission Statement

The Campus Life division of The Sage Colleges provides programs, services, opportunities, and environments for students to become involved in educationally purposeful activities outside of the formal classroom. The comprehensive program is intended to build responsible communities of learners, support the overall educational and personal development of each student, assist students with accomplishing their educational goals, and prepare students to lead in finding solutions to major societal challenges. These goals are implemented through purposeful programs in the following functional areas:

- athletics and recreation
- student life
- student leadership
- spiritual development
- cultural enrichment and diversity
- residence life
- public safety
- health and counseling services
- academic services

Academic Services

Designed to enhance the academic experience for all Sage students, Academic Services offers the resources of the Academic Support Center, the Higher Education Opportunity Program (HEOP), The Writing Studio, the Center for Advisement and Career Planning, and New Student Orientation. With offices on both the Albany and Troy campuses, we provide services to assist, support, and guide students in reaching their educational, professional, and personal goals. The Academic Services staff is eager to be part of student success.

Center for Advisement and Career Planning

The Centers for Academic Advising and Career Planning (CAACP) are located on the Albany Campus in Library (Third Floor) and on the Troy Campus in Hart Hall (Second Floor), and is home to Academic Advising, Career Planning, and Orientation Programs. The Center for Academic Advising and Career Planning operates as a comprehensive integrated advising system to provide students with a coherent educational plan. The Center is dedicated to providing all students with a sense of direction. Whether students are sure of what they want to do after leaving Sage, or are just beginning to think about what lies ahead, there is something helpful at the CAACP. As an integrated service center, we aim to ensure students are pursuing a career plan they are passionate about, developing a professional resume they can be proud of, and furthering life long learning skills related to an ever changing workplace. The role of the CAACP is to assist students in understanding the relationship between college experiences and future professional roles. This is done by guiding students in developing plans of action including course selection, community service, internships and work experiences, all which lead to the achievement of academic and career goals.

All Sage students are encouraged to make use of Career Planning services beginning with their first semester. Career specialists in the CAACP help students with all aspects of the career decision making process while incorporating information on current employment trends. Experienced professionals assist students with employment preparation and in developing impressive and professional job search skills and materials needed for the contemporary workplace, such as a professional resume that includes multiple relevant work experiences, also known as internships. To further students' understanding of careers and the workplace, career specialists assist students in obtaining internship experiences. At Sage, students complete internships during a regular semester or during summer and winter breaks. Internships help students become aware of the skills and competencies needed for career success in their field of study.

It is the mission of the CAACP to actively work with all students to help them develop an increasingly self-managerial role in establishing and meeting important life goals. In turn, students are responsible for learning College policy and degree program requirements, for being full partners in the creation of a career plan, and for taking full advantage of faculty advisors and career
New Student Orientation

Recognizing the important link between positive college experiences, feelings of connectedness to the College, and individual student success, The Sage Colleges hold comprehensive orientation programs in early summer and at the start of each academic semester. Undergraduate students and families become linked to the College through carefully designed activities and interactions with faculty, college staff and administrators, and current Sage students who serve as mentors. Welcoming each student into an academic community, and introducing him or her to the tools and information needed to start the college journey, orientation is the first step in a student's successful transition to Sage.

Academic Advising

Students at The Sage Colleges begin their academic planning with faculty advisors the moment they enroll. At Sage, students register online for their courses for the entire academic year. This requires careful and advance planning for students to be sure their academic and career needs are met. Faculty advisors are experienced in assisting students in selecting courses to meet College and major requirements, encouraging the use of support services and opportunities that strengthen their educational objectives at the College, and providing information about related career fields.

At SCA, in addition to receiving an assigned faculty advisor, all new students are assigned a career specialist through the Center for Academic Advisement and Career Planning in accordance with their major. The SCA faculty advisor and career specialist team are real world experts who assist students in making an educated choice of major and in clarifying career goals consistent with their interests and abilities. Because these individuals work with particular majors, they understand College policy and degree requirements and are up-to-date on current employment trends.

At RSC, the transition to College is made easier for first year students through their participation in the First Year Experience Program. First year students are assigned into mentor groups and meet weekly with their mentors, providing not only a sense of connectedness for students but the opportunity to build critical skills, offer support, and create connections during the important first semester. The combination of connecting with faculty and a weekly opportunity to meet with their mentor group plays a key role in assisting students in making a successful transition to Sage.

Academic Support Center

The Academic Support Centers at the Sage College are committed to helping all undergraduate students develop the skills they need to become independent and successful learners. The Centers on both campuses offer individual consultations with academic support staff, peer tutoring, and workshops on test preparation, time management, and other study skills. The Academic Support Center at Russell Sage College, located on the second floor of Hart Hall, is also home to the Writing Studio, which is staffed by graduate and undergraduate student writers who are specifically trained to help students improve their writing skills. The Academic Support Center at Sage College of Albany, located on the third floor of the Library, boasts a Writing Lab and a Math Lab in which students can seek specialized support.

Higher Education Opportunity Program (HEOP)

The Higher Education Opportunity Program (HEOP) is designed to provide comprehensive support services to talented and motivated students who, despite academic and economic disadvantages in their backgrounds, have the potential to earn a Sage degree. Our program includes a summer institute (prior to the first year of study - required for all students in the HEOP program), as well as supplemental instruction, assessments, tutorial services, financial support and counseling in academic, social, career and personal concerns. The HEOP program is administered through Academic Services, located in Hart Hall, second floor (Troy campus) and Library - third floor(Albany campus).

To apply for the HEOP program, students must be residents of New York state; possess a New York state high school diploma or equivalent; and meet academic and financial criteria set by the College and the New York State Education Department. Transfer students can also take advantage of the HEOP program at Sage if they have previously been enrolled in an approved HEOP, SEEK or College Discovery Program. For more information, call (518) 244-2210 or 1-888-VERY SAGE.

Office of Cultural Enrichment and Diversity

The mission of the Office of Cultural Enrichment and Diversity is to support a campus climate that appreciates and respects all dimensions of diversity. The Office promotes the celebration of diversity and globalization by exposing the Sage community to a variety of academic, cultural and social activities, from lectures, discussions and training workshops to cultural celebrations, poetry readings, receptions, art exhibits and more. The office provides support services to the international student population at Sage and supports Sage students who wish to study abroad. Students who study abroad receive assistance from the point of pre-application until they transition back to the United States.

The Office works with students, staff and faculty to develop and implement plans that help build a more diverse and global community and enhance the value of that community for each of its members. The Office’s activities are guided by the fundamental principle that
students, faculty, administrators and staff are empowered as a result of participating in ongoing cultural diversity efforts, exploring perceptions, challenging stereotypes and encouraging collaborative efforts.

The Office also oversees the Cultural Enrichment Center (CEC), located on the Albany campus in the lower level of the Kahl Campus Center and on the Troy campus in Hart Hall. The Center houses a collection of art, books, artifacts, and videos and is perfect for informal gatherings, club meetings, mentor groups, seminars, and receptions. The space is available for use by all members of the Sage community.

**Student Development**

Enrichment of student life at The Sage Colleges is achieved through a blending of academic experiences with co-curricular opportunities for involvement, leadership, social interaction, and community building. Special efforts are made to complement classroom learning with co-curricular activities. Student-led events such as the Activities Fair, Earth Day, and Orientation provide fun and learning for the entire campus community.

**Leadership Development**

Sage offers many leadership development opportunities, both in and out of the classroom. The programs model an emergent leadership paradigm and recognize the leadership potential of all students. Active participation in college leadership activities prepares students to be effective leaders, role models, and change agents in their careers, families and communities.

The Leadership Selection Process is a program through the Campus Life division to select highly qualified students for vital positions on campus. These positions are important to the success of all our students, and provide the candidates with an opportunity to gain valuable leadership experience. At Sage, students have the opportunity to explore leadership in a variety of ways - as a mentor, resident assistant, tutor and many other exciting positions which require a wide range of qualifications, including: leadership potential, a positive attitude, and a willingness to learn.

**Russell Sage College**

Russell Sage College for women offers many leadership opportunities both in and out of the classroom. Whether a student is interested in being a resident assistant, a class officer or an admission tour guide we encourage students to challenge themselves and task risks. We recognize the leadership potential of all students and offer various programs and trainings throughout the year to develop skills. We believe that active participation in leadership activities prepares students for their future careers and to be leaders in the community. If you are wondering how to get started or what opportunities are available stop into the Office of Student Development in Cowee Hall. At RSC all of our student leaders are women and on their way to becoming women of influence.

**Sage College of Albany**

Leadership opportunities for learning outside the classroom are plentiful at Sage College of Albany. Some examples include the Learning CAFÉ and the Leadership Getaway.

- **The Learning CAFÉ (Career, Activities, Finance, Education)** is a co-curricular program that focuses on essential skills necessary for a successful college experience. The Learning CAFÉ is designed to assist students who want to learn how to enhance their leadership abilities, career preparation, and understanding of their finances. Recognizing that our students come with a variety of skills and backgrounds, the Learning CAFÉ will sharpen their skills through their choice of a variety of workshops and hands-on experiences.

- **The Leadership Getaway** is an annual spring leadership workshop that allows students the opportunity to get away for the weekend to develop all forms of leadership skills. Students learn to increase self-confidence, trust, networking, communication skills, and develop a keen insight into the role that a student leader plays in the college.

**Student Government**

Student Government functions as a legislative advisory group to address student concerns and issues. Student Government allocates funds to student organizations, clubs and classes, and also coordinates social, cultural, and educational programming. Student Government funds the Sage Recreation Association (SRA) at Russell Sage College and the Association of Campus Events (ACE) at Sage College of Albany, both of which offer students opportunities for off-campus trips and tours, and sponsor traditional campus events. Each organization plans and organizes a lively selection of campus programming throughout the year.
CAMPUS LIFE: 
Resources & Services

- Residence Life
  - Housing
  - Dining
- Public Safety
  - Parking
  - Sage IDs
  - Weather-Related Emergencies
- Athletics & Recreation
  - NCAA Division III Athletics
  - Recreation & Fitness
- Health & Counseling Services
- Spirituality Center

Campus Life Mission Statement

The Campus Life division of The Sage Colleges provides programs, services, opportunities, and environments for students to become involved in educationally purposeful activities outside of the formal classroom. The comprehensive program is intended to build responsible communities of learners, support the overall educational and personal development of each student, assist students with accomplishing their educational goals, and prepare students to lead in finding solutions to major societal challenges. These goals are implemented through purposeful programs in the following functional areas:

- athletics and recreation
- student life
- student leadership
- spiritual development
- cultural enrichment and diversity
- residence life
- public safety
- health and counseling services
- academic services

Residence Life, Housing & Dining

Residence Life

Living on campus is a very important aspect of a college education. Residence halls are more than just dormitories or places to eat and sleep. They are places where students can develop meaningful friendships, explore new ideas and become involved with the College community as a whole. The residence halls are active living and learning centers that complement the academic programs of the College and offer students the opportunity to become involved in their own learning and development through participation in intellectually challenging and engaging programs.

Successful living in the residence halls is dependent upon balancing the greatest possible freedoms for the individual with sensitivity to and respect for the rights of others. A willingness to discuss, negotiate, and compromise is essential for all students. Individual and cultural differences contribute to the unique texture of the residence hall and students are encouraged to take advantage of the opportunities to learn from one another.

Residence Halls

Russell Sage College

Russell Sage College is committed to the belief that living in residence enhances a student’s overall education. There are nine distinct residence halls on the Troy campus that provide settings conducive to co-curricular activities intended to complement each student’s academic learning and personal growth. Thus, full-time students at Russell Sage are required to live in college housing.

Some exceptions to this policy may include: students who are married; students living in their parents’ or guardians’ residences within commuting distance; students who have already obtained a baccalaureate degree; and students who are 23 years or older. Generally, a reasonable commute is thought to be from a home within a 30-mile radius of the college. Requests for exemptions to the residence requirement must be submitted in writing to the office of the Dean of Students. The Dean of Students or designee reserves the right of decision in such residential matters as reassigning rooms or canceling residence contracts if such action is determined to be in the best interest of the individual or the College.

Sage College of Albany

The Albany campus boasts a modern co-ed residence hall, which provides a lively living and learning environment on the picturesque
campus quad, close to classrooms and campus resources. First-year full-time students are required to live in the Albany Residence Hall. Some exceptions to this policy may include: students who are married; students living in their parents’ or guardians’ residences within commuting distance; and students who are 23 years or older. Generally, a reasonable commute is thought to be from a home within a 30-mile radius of the College. After their first year, students may choose to live in the Residence Hall (they must be in good academic standing to be eligible), in the University Heights College Suites adjacent to campus, or off-campus in the local community.

University Heights College Suites

This apartment-style housing complex adjacent to the Sage College of Albany campus is open to students of Sage College of Albany, Sage Graduate School and other colleges in the University Heights neighborhood. The co-ed University Heights College Suites are two- and four-bedroom units with fully furnished living rooms and bedrooms, and fully equipped kitchens. This housing option offers undergraduate students who have completed their first year and graduate students a more independent style of living with the convenience of being close to campus. Information regarding housing at University Heights can be obtained through the Residence Life Office.

Sage Graduate School Housing

Housing is available to Sage Graduate School students on a limited basis on the Troy campus. Students must be registered for at least six credits and be matriculated in the Graduate School. This living experience is customized for graduate students who want the convenience of on-campus housing but need the flexibility found in off-campus living. Graduate students live in Ricketts Hall. Manning Hall may be used as graduate housing “overflow.” Undergraduate students living on campus who graduate in December and are continuing on for graduate study at Sage must transfer to graduate housing for the spring semester.

Off-Campus Housing

The Campus Life offices on both Sage campuses maintain information about off-campus housing options (apartments to rent, etc.) available to qualified students. Note: Full-time Russell Sage College students are required to live on campus, with some exceptions (detailed above); and first-year Sage College of Albany students are required to live in the Residence Hall for at least one year. For more information about off-campus housing, contact Campus Life (518) 292-1753 (Albany campus) or Student Development at (518) 244-2207 (Troy campus).

Meal Plans

Undergraduate students who live in residence halls on the Troy and Albany campuses are required to select a meal plan. The College has worked closely with Dining Services to provide meal plans that meet the needs of all resident students. These options include “munch money,” which can be used like cash at any of the campus retail dining locations.

Meal plans are also available for students living at the University Heights College Suites. While these students are not required to have a meal plan, it is strongly recommended that they purchase a minimal plan for convenience. There are several meal plans available to students residing at University Heights and most of these plans include “munch money.”

Commuter meal plans can be used to make purchases at any Sage Dining operation on the Troy or Albany campuses for yourself, your friends, or your guests, but ONLY the person pictured on the ID card can present that card. If the card is lost and reported, funds can be transferred onto a replacement ID card.

For graduate students, meal plans are available but not required. A variety of meal plans are available, including “munch money,” which can be used like cash at any of the campus retail dining locations. Full details on meal plans are available from Dining Services or Residence Life offices.

Public Safety

Public Safety services for The Sage Colleges are provided by the University Heights Association, a consortium of the Albany College of Pharmacy, Albany Law School, Albany Medical Center and The Sage Colleges.

The Sage Colleges are committed to providing the safest and most secure environment possible on both campuses. Toward that goal, a staff of professional public safety officers utilizes contemporary technologies and strategic programming to enhance the learning environment. Students, staff and faculty play an important role in this process through the Public Safety Advisory Committees, which exist on both campuses.

Public Safety offices are located on the Albany campus in Kahl Campus Center (second floor) and on the Troy campus in the John Paine Building (first floor). In an emergency, Public Safety can be reached at (518) 244-3177 or by simply dialing 3177 from any telephone on the Sage network. Non-emergency calls can be made to (518) 244-4741 or to 4741 from the Sage network.

Under the Campus Security Act, the College is required to publish certain information such as campus crime statistics. The statistics are published in a safety and security brochure, are available online (see the Clery Report for the Troy campus and Albany campus) and can be obtained from the Office of Public Safety on either campus. The Office of Public Safety also publishes the Policy on Sexual Assault, found in the Campus Policies section of your College’s Catalog online.
Parking

All students and employees of The Sage Colleges who wish to park on either campus must register their vehicles and purchase a parking permit from the Office of Public Safety (Troy campus) or the Office of Student Services (Albany campus). Parking permits are valid for the entire academic year, beginning in September, and are good for both campuses, including the UHA campus during designated hours. The fee for the entire year is $40. Permits purchased after January 1 are $25 and permits purchased after June 1 are $15. Purchasers should be prepared to produce a valid Sage ID card (see below) as well as a valid motor vehicle registration for the vehicle to be registered. Violators of The Sage Colleges' parking policies may be subject to ticketing, towing and revocation of parking privileges.

Sage Identification Cards

Sage students must have a valid Sage photo ID card in order to use the Sage libraries or computer facilities or to be issued a parking permit. With proof of registration, returning students may obtain an update sticker for their ID free of charge. Photo IDs and update stickers can be obtained in the Office of Public Safety in the John Paine Building (Troy campus) or the Campus Life Office (Albany campus). Students are reminded that they are required to display their ID card to any College official upon request.

Weather-Related Emergencies

In the event of an emergency requiring immediate action by student, faculty and staff, The Sage Colleges will notify those populations by means of a text message sent to cellular telephones and e-mail addresses registered with the Colleges through e2Campus, an emergency mass notification system used by Sage. The system is voluntary but we strongly encourage students to enroll. Students may do so at the Sage website or on the front page of Campus Cruiser.

In the event of snow or other weather-related emergencies, Sage will remain open, if at all possible, to serve students and faculty who are able to get to class. The institution will officially close only when it is impossible to clear the parking lots and sidewalks. Students should use individual judgment in deciding whether they can and should travel in any weather-related emergency.

Classes Delayed

An announcement that the start of day classes has been delayed means that staff and administrators are expected to report at the delayed opening hour indicated. Classes scheduled to begin prior to the delayed opening hour will not be held. Students and faculty are expected to meet for classes held at or after the hour of campus opening.

Classes Cancelled

An announcement that classes have been cancelled means that students and faculty do not attend classes, but administrative offices are open and staff and administrators are expected to report to work at the usual time. The cancellation of day classes does not automatically mean that evening or weekend classes and events or activities are also cancelled. When this is the case, every effort will be made to post a separate message before 3 p.m.; however, the rapid change in a situation may require a later cancellation time.

Colleges Closed

An announcement that The Sage Colleges are closed means that classes have been cancelled, and no public events or activities will be held. (New York State Theatre Institute [NYSTI] productions on the Troy campus are an exception; please contact NYSTI directly at (518) 274-3200 for information about specific events.) Students, faculty, staff, and administrators should not report to class or work. However, essential services for the campuses will be provided (residence halls and dining services). The Colleges will only be closed in extreme circumstances. These may require closing after classes have begun for the day.

For Sage weather-related information, call the Times Union Sourceline at (518) 446-4000. At the prompt, enter the code 9826.

The following radio and TV stations have agreed to carry any announcements of cancellation or delay of start for Sage:

TV:  Channels 6, 9, 10 and 13
Radio:  590AM, 810AM, 92.3FM, 95.5FM, AND 99.5FM

Students, faculty, staff and administrators will also be notified of closings or cancellations via broadcast voicemail and Campus Cruiser.

The Sage Colleges Emergency and Weather-Related Information Line is (518) 244-4548. A recorded message provides a brief announcement regarding Sage's status. This should be used as a last resort for getting information, as the volume of calls can be heavy and can clog Sage's telephone system.

Athletics & Recreation

The Sage Colleges has many opportunities for students to participate in intercollegiate athletics (at Russell Sage College), club and intramural sports, and fitness and recreation programming using the excellent facilities on both campuses.
Athletics at Sage

Affiliations: NCAA Division III, ECAC

Conference: Skyline

Mascot: Gator

Colors: Sage Green and White

Currently Offered:

Women: Basketball, Lacrosse, Soccer, Softball, Tennis, Volleyball

Men: Golf, Tennis; 2009-10 Basketball, Volleyball; 2010-11 Cross Country, Soccer

Facilities: Sage athletes have access to three separate facilities throughout The Sage Colleges. The Jeanne H. Neff Athletic Center, located approximately one-half mile from Russell Sage College, is the home of Sage Athletics. It includes two gymnasiums and state-of-the-art strength and conditioning rooms. The conditioning room includes a complete stability and weighted ball collection and several cardio machines. The strength room features two squat racks, two multifunction machines, several plate-loading machines, and a complete free-weight selection. A new softball field was completed in 2008, and a lacrosse/soccer field is planned.

The Ellis H. and Doris B. Robison Athletic Center and the Gator Pit Weight and Fitness Center are available for use on the Russell Sage Campus. On the Sage College of Albany campus, student-athletes can use the Kahl Gymnasium and The Fit Stop.

For varsity athletic schedules and directions, visit: www.sagegators.com or call (518) 244-2283. Student-athletes interested in competing for Sage athletics should contact the appropriate team's head coach or Recruiting Coordinator Lindsay Sawyer.

Recreation and Fitness

The Recreation and Fitness Department at The Sage Colleges promotes lifelong health and wellness through diverse and comprehensive programs, while fostering a sense of identity for those in the Sage community. Through The Fit Stop, Gator Pit, group fitness classes, club sports, intramural sports, outdoor education, and partnerships within Sage and with outside agencies, the Recreation and Fitness Department:

- Provides fitness opportunities for people of all abilities
- Creates a fun and competitive environment
- Promotes leadership and team building skills for participants as well as student employees
- Challenges community members to try new activities
- Encourages positive lifelong health and wellness habits
- Educates community members regarding health, wellness and safety life skills

The Fit Stop: The fitness center is located on the lower level of Kahl Campus Center on the Albany campus. The Fit Stop provides a complete line of fitness equipment, including a Precor EFX546 Cross Trainer, Precor EFX556 Total Body, Concept II Rowers and Cybex Eagle Strength machines. There is also a free-weight section with three benches, a Smith rack and a supply of dumbbells.

Gator Pit: The fitness center in the Robison Center on the Troy campus, offers students a large cardio section, complete LifeFitness strength circuit and free weight area, and a new core area, with the equipment you need to focus on your abs and back!

The Pool: The lower level of Hart Hall on the Troy campus is home to The Sage Colleges indoor swimming pool. The newly renovated 25' x 60' pool offers members of the Sage community opportunities for lap swim and open swim. There are also many social programs in the pool such as Dive-In Movies and a variety of water sports. The pool is complemented by several changing areas, a shower room, and an observation deck.

Group Fitness: The Recreation and Fitness Department provides students with diverse group fitness classes. Classes meet different times during the day and evening. Recent classes have included Pilates, karate fitness and yoga.

Intramurals/Open Gyms: Intramurals are offered throughout the academic year. Competitions are developed based on student interest. The Recreation staff creates a fun competitive environment for students who participate. We also take our intramurals to the next level by competing in the UHAC Tournament which is an intramural competition among the schools of the University Heights Association. Intramurals have included flag football, 5-on-5 basketball, 3-on-3 basketball, indoor soccer, ultimate frisbee, volleyball, floor hockey, pickleball, and badminton.

Club Sports: Students interested in competing in sports may explore developing a club team. Recent active club teams have included: women's ice hockey, crew, running, skiing, and cheerleading.

Education Programs: The Recreation and Fitness Department provides educational programming on a variety of health and wellness topics. Programs that have been offered include CPR/first aid, weight training, and nutrition.

Recreation Programs: One-day events are designed to reach individuals of varying ability and interest. Recreation programs are
developed based on student interest. These programs are designed to be fun, while giving students the opportunity to get to know other members of the Sage community. Recreation programs have included Sage Olympics, Sage Games, ski trips, snow tubing trips, ice skating, and student vs. staff series.

For more information, visit the Recreation and Fitness Department website, stop by, or e-mail recreation@sage.edu.

Health & Counseling Services

The health and counseling services provided by The Sage Colleges are intended to assist students in reaching an optimal level of health and wellness by providing physical, preventive, psychological, and supportive services. Staff provide direct service and treatment to students and implement health and wellness promotion projects that empower students to increase their sense of well-being, satisfaction and self-esteem.

Wellness Center

The Sage Colleges Wellness Center is a member of the American College Health Association and is dedicated to the wellness, health, safety and academic success of our students. The Wellness Center provides information to students on improving all aspects of their personal wellness: physical, intellectual, emotional, social, spiritual and occupational. The center has brochures available on everything from “AIDS” to “Zen Meditation.”

The Wellness Center is located in Kellas Hall on the Troy campus and Kahl Campus Center (lower level) on the Albany campus. Wellness Center services are available to all full-time undergraduate students free of cost, and to graduate students and part-time undergraduate students on a fee basis. A range of acute and preventive health care services are available regardless of personal health insurance. Consultations and referrals to off-campus professionals and agencies are also available.

A complete and current (within the past 12 months) medical history and physical is required of every full-time undergraduate student, and any other student who wishes to use Wellness Center health services.

Counseling Services

Confidential, professional counseling is available regarding a range of personal issues and concerns. Certified clinicians provide counseling by appointment. Consultation and referrals to off-campus professionals and agencies are also provided. Counseling services are located in the Wellness Center in Kellas Hall (Troy campus) and Kahl Campus Center, Lower Level (Albany campus).

Health Insurance

All full-time undergraduate students must provide documentation of health insurance or purchase health insurance through The Sage Colleges at the Office of Student Services, with offices in Cowee Hall (Troy campus) and the Administration Building (Albany campus). Full-time students can utilize the Wellness Center regardless of what type of health insurance they have.

Immunization Requirements

New York State Public Health Law requires that individuals born after December 31, 1956 who are taking six credits or more in a semester, provide evidence of immunization against measles, mumps, and rubella. In addition, as of August 15, 2003, New York State Public Health Law requires any student taking six or more credits, regardless of date of birth, to complete a Meningitis Response Form and return it to the Wellness Center by mail or fax. Compliance forms are provided with admission materials or may be found on the Wellness Center website or the Student Services website, and must be submitted prior to class registration.

Students in Nursing and other health professional programs have additional requirements, which are available from the appropriate academic department.

Workshops/Support Groups

The wellness staff offer a range of support and skill-building groups each year depending on student interest. Examples include eating disorders and recovery support groups, assertiveness training workshops, smoking cessation groups, and stress and relaxation hours. Contact the Wellness Center if you are interested in a group.

Nutrition Education

Students have the opportunity to meet individually with a graduate assistant who can offer education about healthy eating and nutrition. The graduate assistant providing this service is usually enrolled in the graduate-level Dietetic Internship (DI) program at Sage Graduate School or is pursuing a master’s degree in Applied Nutrition from Sage Graduate School.

Spirituality Center

The Jane Haight Wells Spirituality Center on the Russell Sage College campus offers Sage community members a place where they can nourish the spiritual dimension of their lives. The center offers a safe place for spiritual gatherings, religious ritual, healing, celebration, educational events and social justice activities. In addition, the Spirituality Center offers a variety of social, communal and service activities through which students are encouraged to live the spirituality they embrace. Spiritual Advisors for RSC are available for individual guidance regarding a student’s spiritual life.
It is the responsibility of the Jane Haight Wells Spirituality Center to help students explore their spirituality and integrate this into their everyday lives. There are opportunities for exploration and worship on campus for those who desire it, and information available to students who desire to worship off-campus. The Center offers service opportunities ranging from volunteer work for Habitat for Humanity, to working in nearby soup kitchens. Students are consistently encouraged to become advocates in the local and global communities. This center also serves as a resource for speakers for the campus community and works in collaboration with other campus departments to further the well-rounded and inclusive education of our students. For more information on Spirituality Center programs and services, visit the website or call (518) 244-4507.
Academic Technology and Libraries

Libraries
Libraries on both the Albany and Troy campuses serve The Sage Colleges. The collections, hours, services and policies reflect usage by The Sage Colleges' diverse student body of full-and part-time students enrolled in a range of programs from associate through doctoral degree levels.

The two Libraries' combined holdings include more than 225,000 volumes of books, serials and microforms, and more than 30,000 media items. Electronic resources, which are available to both on-campus and off-campus users, include nearly 40,000 unique journal titles and some 10,000 multidisciplinary e-books and subject-specific reference resources. Specialized resources such as a digital library of 700,000 images in art, architecture, humanities and social sciences are also available. Other collections include the College Archives and Special Collections, the Helen L. Verschoor Fine Arts Collection (Albany), and the Carol Ann Donohue Memorial Collection of 20th century English language poetry (Troy).

The Libraries actively collect materials to support all programs at The Sage Colleges, and maintain particular strengths in women's studies, fine art, nursing and allied health, education, and physical and occupational therapy. Direct loan of library materials is available to students, faculty, administrators, staff, alumni and retirees of The Sage Colleges, and to holders of valid library cards issued by the Capital District Library Council's Direct Access Program. The Sage Libraries are active in regional and national library resource-sharing networks, thereby expanding materials available to students and faculty working in virtually any discipline. Interlibrary loan traffic flows electronically through Sage’s ILLiad system, dramatically shrinking turnaround.

The Libraries on both campus are fully wireless and equipped with networked computer stations, providing access to various online library catalogs, an array of research databases, as well as to the Internet. Online databases are accessible from on- and off-campus locations 24 hours a day. Librarians are available whenever the Library is open (at the reference desk or through phone, e-mail or live “chat”) to answer questions and provide assistance in the use of the varied information resources and services.

Individual and group library orientations are arranged through the reference librarians. Information literacy sessions, tailored to specific disciplines, are available either in-class or in the Libraries. Faculty may schedule these specialized classes with the librarian who serves as the liaison to their department.

For complete details on the services and resources of the Libraries, visit the Libraries web page (http://library.sage.edu).

Computer Centers
The Albany Computer Center is located in Froman Hall and consists of one open lab, four teaching labs and one networking lab. These labs are equipped with up-to-date computers running Windows XP Professional. The Albany Campus also features several specialized labs that are staffed by professionals and student consultants:

- A lab equipped for AutoCad in the Interior Design Building and Froman Hall
- An Apple-based digital imaging lab in the Graphic Design Building; and another in Froman Hall
- A learning support computer lab in the Kahl Campus Center.

The Troy Computer Centers are located in Education Building basement, in Ricketts Hall, and in Hart Hall. The Education Building houses three up-to-date Windows-based computer classrooms. The computer classroom in Ricketts Hall also serves as an open lab, and the Academic Support Center in Hart Hall sponsors a computer-based writing center.

Note: The Troy campus no longer has a public computer lab in the Education building. As with Ricketts Hall, the Education building's computer classrooms will also serve as an open lab when classes are not in session. People using these computers may be asked to relocate if there is a class about to start. There are many public computers available for use in the Library.

A Sage ID is required to use the computer centers.

Technology Use
Through SageNet - the computer network of The Sage Colleges - students, faculty and staff can access networked software, e-mail, the Internet, and library resources. Rooms in the residence halls are hardwired into SageNet. SageNet is also accessible via a bank of dial-up high speed modems. Many of the campus classrooms are equipped with computer demonstration and network access equipment.

Upon registering at Sage, all students are issued the following accounts:

- A SageNet account, which provides access to disk storage space on SageNet, electronic media at the Sage Libraries, and dial-up access to SageNet;
- A Campus Cruiser account, which supports e-mail service, is the official college information distribution system, and provides basic online academic support;
- A Moodle account, which is the online tool for all of the College's courses. Moodle is a course management system, which facilitates sharing of information within class populations; and
- A SageAdvisor account, which is the online interface for student and employee activities such as online registration, paying registration fees, viewing grades and schedules, and other official academic and advising activities. Your SageNet ID and password grants you access to this system.

If you have trouble with any of your College user IDs or passwords, contact the Help Desk at (518) 244-4777 or helpdesk@sage.edu.
REGISTRATION

Declaration of Status
Students returning to college or attending Sage After Work for the first time who are uncertain of their major may take up to 9 credits without applying for admission to the College. To enroll for additional credits, students must either matriculate or indicate visiting-student status.

Visiting-Student Status (Non-Matriculation)
Visiting students are those who do not intend to earn a certificate or degree from Sage. They are not eligible for financial aid and are not assigned an academic advisor. Credits accumulated as a visiting student do not necessarily count toward a certificate or degree program. Students must meet and show proof that course prerequisites have been met. Enrollment in certain courses (i.e., Art studios) requires permission of the chair of the department. Non-matriculated students who have previously attempted or completed Sage credits and who have earned below a 2.00 GPA, must have permission of the Academic Dean to register.

Degree-Seeking Status (Matriculation)
A student with degree-seeking status (who is matriculated) may be eligible for financial aid, is able to plan a course of study that meets personal needs and interests, and will be assigned an advisor. Students who are uncertain of their major will be matriculated as undeclared majors and will be assigned advisors who specialize in academic counseling.

Semester Course Load

<table>
<thead>
<tr>
<th>Status</th>
<th>Credits per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12 or more</td>
</tr>
<tr>
<td>Part-time</td>
<td>fewer than 12</td>
</tr>
</tbody>
</table>

Although all courses taken through Sage After Work are on a per-course basis, students with 12 or more credits per semester are eligible for financial aid. The usual load for most Sage After Work students is two courses, or six credits, per semester.

Registration, Course Planning, and Catalog Year
To plan a curriculum or a year’s course of study, students should use the Catalog effective the year they entered the College or any subsequent Catalog. It is the student’s responsibility to use the appropriate Catalog to outline course requirements and to inform the Registrar, in writing, of any desired change in catalog year. The catalog year may only be advanced; it may not be reversed. Degrees from accredited programs, or degrees that qualify students for certification, may require that students follow requirements subsequent to those in effect when the student matriculated.

A degree audit (academic evaluation available in SageAdvisor) will also assist Sage students with their curricular planning. A degree audit is a computer listing of course requirements for the degree program to which a student’s courses (completed, transferred, and in progress) are matched. The catalog year (see above) and the student’s major determine the requirements for graduation and the requirements listed on the degree audit. Students and academic advisors can identify the unfulfilled academic requirements as students progress through their program. Any student who believes that there is an error in his or her Academic Evaluation should bring it to the attention of the Registrar and resolve any discrepancies as early as possible.

As students plan their schedules, they must be sure that they meet the prerequisite requirements for each course. A student must have credit for or be enrolled in all prerequisites before enrolling in any course. A student may obtain permission to override a prerequisite only from the faculty member teaching the course or from the program coordinator in the discipline where the course is offered. This process may not be accomplished through online registration.

Because some courses are not offered every year, a student should consult with an academic advisor immediately upon enrolling and plan a sequence of courses that meets the requirements for the degrees or certificates sought. This plan should be updated each semester. This responsibility rests solely with the Student.

The College reserves the right to add, change, or delete curricular offerings and/or to make curricular refinements.

Student Responsibility
The ultimate responsibility for fulfilling graduation requirements rests with the individual student. In consultation with the faculty advisor, each student reviews his or her academic program to make certain that requirements for the degree are being met satisfactorily. In addition to the requirements listed here, programs may have additional requirements. Each student is responsible for communicating with program advisors to insure that all prerequisite and required coursework and associated activities such as internships, theses and portfolios are identified, scheduled and completed.

Change of Major or Advisor
Students wishing to change their major or advisor should first meet with the assigned faculty advisor to discuss the advantages and disadvantages of such a change. To initiate a change of major, students must submit a completed “Change of Major Form” to the Office of Student Services (Administration Building). To change an academic advisor, students must submit a completed “Change of Student Academic Information Form” to the Academic Advising Office (Kahl Campus Center).

Add - Drop - Withdraw from a Course
- Students may not enter a course after the add/drop period.
- Courses which the student drops prior to the end of the first five days of classes will not be recorded on his or her academic record.
Students who withdraw from a course after the add/drop period will receive a grade of "W" on their academic record for that course.

All withdrawals from courses must be initiated by the student through the Registrar's Office.

The last day to withdraw from a course is the last day of the 10th week of classes. The withdrawal process must be completed by or on this date in the Registrar's Office.

The withdrawal deadline for a one-credit mini-course is the end of the ninth class hour.

Withdraw from a course may affect a student's financial aid.

Withdrawing from the College
Students who wish to withdraw from the College should initiate the process by contacting the Campus Life Office (Kahl Campus Center). At this time, the official withdrawal form will be processed. Students should follow this procedure whether they are withdrawing in order to transfer to another college or for other personal reasons, and whether the withdrawal is occurring during the semester or between semesters. Withdrawal from the College does not release students from financial obligations incurred during the period of their attendance.

Leave of Absence
Students who need to suspend their studies for a specific period of up to six semesters, including summer sessions, may request a leave of absence by contacting the Sage After Work Admission Office (Administration Building). Leaves of absence are not granted automatically; the student should be prepared to state the reason(s) (e.g., medical, personal, financial) for requesting the leave and complete the appropriate paperwork. The decision to grant a leave of absence is made by the Dean of Sage After Work in consultation with other administrators. Students who are granted formal leaves of absence will remain under the policies and requirements of their original catalog year upon returning to the College. Sage After Work students must complete coursework required for a bachelor's degree within 10 years of initial entry. Financial adjustments or refunds, if applicable, are made according to the published schedule. Students should also be aware that changing their status may affect their financial aid eligibility.

Inactive Student Status
A matriculated Sage After Work student who does not register for coursework for two academic years, and who has not been granted a leave of absence, will be placed on the College's roster of inactive students and will be required to reapply for admission. A student readmitted in this manner will be subject to the catalog requirements in force at the time of reentry. Inactive student status does not release the student from educational financial obligations.

Reenrollment/Readmission
Former matriculated students who have been away from Sage After Work for two or more years without a leave of absence must contact the Office of Admission for a readmission/reenrollment application. If any post-secondary institutions (college, university, technical, proprietary school, etc.) were attended while the student was away from The Sage Colleges, official transcripts must be forwarded to the Student Services Office.

Fresh Start Program
A student who is seeking readmission to Sage After Work and has not attended any of The Sage Colleges in four or more years may choose to have all Sage coursework (from the prior attendance) be exempt from the calculation of the grade point average. In choosing this option, the student would receive credit for courses in which a grade of "C-" or better was earned; the grades however, would not be included in the computation of the grade point average (GPA). In effect, students electing the Fresh Start policy will have old coursework treated as "transfer" credit in the calculation of credit for courses, GPA and the determination of eligibility for honors in the respective colleges. The decision to declare a "Fresh Start" must be communicated to the Office of Admission at the time of re-enrollment or during the first term of re-enrollment and can be claimed no more than once in a student's career at The Sage Colleges. All original grades earned (including those below a C-) remain on the student's official transcript for record-keeping purposes.

Cross-Registration within The Sage Colleges

In general, undergraduate courses at The Sage Colleges are open to all Russell Sage College and Sage College of Albany students. Russell Sage College and Sage College of Albany students wishing to register for a course that is offered at another Sage college may do so via SageAdvisor.

Undergraduate Students and Graduate Courses
Students may take advantage of policies that allow acceleration of programs offered at Sage Graduate School. Undergraduate students in good standing, with a GPA of 3.0 or better, may take graduate courses for undergraduate credit, with advisor approval and permission of the Dean of Sage Graduate School.

Undergraduate students who are seniors and who have a GPA of 3.0 or higher may take two graduate courses for graduate credit, with advisor approval and permission of the Dean of Sage Graduate School. These courses may satisfy undergraduate requirements, or if they are completed beyond the 120 credits required for the baccalaureate degree, may satisfy graduate requirements.

Undergraduate students hoping to enroll in graduate coursework should be aware of the restrictions on the policies that support acceleration. No undergraduate degree can be completed with fewer than 120 credits. The graduate degree must include a minimum of 30 credits beyond the 120 required for the baccalaureate degree. Students in undergraduate programs should seek advisement from their program advisor and from the advisor of the graduate program to ensure that the courses...
selected apply to the appropriate program.
COURSEWORK

Class Attendance

Each faculty member will furnish students with a written attendance policy at the beginning of each semester, stating the objectives of the course and the value of attendance. It will also define “excessive absence” and how that would affect a student’s learning and grade.

Prompt attendance at all academic appointments (classes, lectures, conferences, and examinations) is an essential part of the educational plan for degree programs and is expected of students. In the event of a class absence, it is the student’s responsibility to contact the instructor directly, by phone, voice mail or e-mail. If this is not possible, the student may call the Dean’s Office at (518) 292-1704, and a message will be sent to the instructor. The responsibility for work missed because of absence rests entirely upon the student.

Any student who must be absent from classes for longer than one week due to an emergency situation or extended illness may contact the Campus Life Office at (518) 292-1753, and a notice will be sent to the student’s instructor(s) indicating the extenuating circumstances.

Final Examinations

During the final examination period, students are not required to take more than two final examinations per day and may request a make-up time for any additional examination(s) scheduled, if desired. Students requesting a make-up examination must work with all faculty involved, and the Dean, if necessary, to determine which examination will be rescheduled.

Special Academic Courses

Special Topics

Special topics courses may be offered in each discipline under the numbers 248, 348, or 448. Students should consult with the program coordinator or instructor offering the course to obtain a detailed description of that course.

Honors Courses

Each discipline may offer an honors course, seminar, or project as part of the Honors Program.

Online Courses

Sage offers a number of courses online, which not only provides flexibility and convenience for students with busy schedules, but also provides an opportunity to explore new avenues of learning. Courses offered online are so noted in the College schedule. Students enrolling in online courses should ensure that they have access to adequate technology, such as a high-speed Internet connection and the Microsoft Office Suite, to complete courses offered in this format.

Blended Courses

Sage offers courses that are taught partially online, thus reducing the number of times students need to appear in a classroom, while increasing the coursework required online. Such classes are common in Summer and in Sage After Work programs. Blended courses provide students with intensive classes and experience with Web-based learning technology. These courses are comparable to a full-semester class and students must be prepared to complete the required online assignments. Students enrolling in bledned courses should ensure that they have access to adequate technology, such as a high-speed Internet connection and the Microsoft Office Suite, to complete courses offered in this format.

Summer and/or Accelerated Programs

Students who wish to accelerate their degree programs may register for summer classes. However, students planning to attend a summer session at another college should do so only after careful consultation with their academic advisors. Courses taken at other colleges might not apply toward a Sage degree unless written permission has been granted in advance. Transfer permission forms are available in the Office of Student Services.

Weekend Courses

Sage offers weekend courses that typically meet Friday nights and Saturdays and Sundays for two or more weekends.

Independent Work

Independent work may take the form of independent study, individual study (regular courses taken independently), or internships. Students must read the “Rules and Regulations of Independent Work,” available in the Office of Student Services, and complete a contract for independent study before enrolling. No student will be awarded more than three credits for a standard course and four credits for a laboratory course taken as an independent or individual study. An Independent Work approval form, available in Student Services, must be signed consecutively by the faculty supervisor, the student’s academic advisor, and the Dean of the College 30 days prior to the beginning of the semester in which the student is registering.

Independent Study

Independent study is defined as academic inquiry carried on outside the usual class/instructor setting. It is a unique course, not offered by the college, but created by a student in collaboration with a faculty member. The credit awarded is variable. To initiate independent study, a student must describe the rationale, objectives and methodology of the project, and a faculty
member must agree to supervise the project. The method of evaluation for the project must be agreed upon and approved by the faculty member’s department chair and the Dean. If the project is approved, the student works independently to complete it, meeting several times during the semester with the faculty supervisor for discussion and evaluation of the student’s progress.

An independent study in any of the laboratory sciences should be considered only if the student is exceptionally well prepared. Students are limited to one independent study at a time. Only the successful completion of the project will permit approval of an additional independent study.

Individual Study
A student may apply to take a regular course independently (designated as “Individual Study”) when a course is required for his or her program but will not be offered by the scheduled date of the student’s graduation. This request must be approved by the appropriate program coordinator. The student must explain why the course must be taken, and a qualified member of the faculty must agree to supervise the study and must explain what formal work such as research papers or examinations the student must submit for evaluation.

Internships
An internship is defined as a credit-bearing work experience in the field, which fosters the development of applied skills and typically increases professional competence, links theory and practice, and offers opportunities for career exploration. Academic programs at Sage offer students a broad range of opportunities for off-campus internships and field experiences that connect classroom learning with practical experience related to their academic program of study. These resources enable students to explore and clarify academic and career goals, develop new skills, and prepare for the changing workforce. Internships, clinical courses, cooperative education work experiences, community service, field placements, informational interviewing, and job shadowing placements are available in businesses, community agencies, schools, legislative and governmental offices, graphic and interior design firms, museums, and other organizations in areas of interest to Sage students.

Sage After Work students are required to complete an internship or an approved experiential-based learning opportunity. To be eligible for internship credits, students must have accumulated a minimum of 45 credits and have successfully completed at least 3 credits at Sage with a grade of “C” or better. Internships carrying academic credit must be planned with an advisor, and an internship contract must be completed and filed in the Office of Student Services. Credits awarded for an internship are measured by a student learning contract with the student’s internship advisor according to program guidelines.

The Career Planning Center has extensive listings of internship opportunities, job resources, an employer database, alumni career networks, links to job sites on the Internet, and access to local and national job banks. Career counselors are also available to help with career assessment, guidance, and placement.

Contracts for Independent Work
(Independent Study, Individual Study or Internships)

The terms and conditions for all independent work are set down in a contract, which requires the written agreement of the student, the field supervisor; the faculty advisor, department chairperson or program coordinator, and the Dean. Contract forms are available in the Office of Student Services. The completed contract must be on file with the Registrar’s office before the student registers for the independent work.

Credit Ceilings for Independent Work
In general, no more than 15 credits of independent work, i.e. any combination of independent study, courses taken independently and/or internship, may be counted toward a baccalaureate degree. There are, however, two exceptions to this ceiling:

- Students who are enrolled in a dual major or who are taking a single major along with a formal minor or concentration in a different discipline may take up to 18 credits of independent work;
- Students who take a single internship worth 15 credits may take an additional 3 credit independent study. The ceiling for any such combination, which may be counted toward the degree, is 21 credits.

Credit for Prior Learning
Degree-seeking baccalaureate students may be eligible to receive credit for prior college-level learning achieved through such life experience as community service, employer or armed service-sponsored training, self education, relevant work experiences, or artistic development. The basis for granting credit is a portfolio of documentation prepared by the student under the guidance of the coordinator of Prior Learning. A maximum total of 30 undergraduate credits may be granted, with the following limits by category:

- Academic Major = 9 credits maximum
- General Education = 9 credits maximum
- Electives = 30 credits maximum

To be eligible for experiential learning credit, students must first have completed at least 3 credit hours with a grade of “C” or better, and be enrolled for an additional 3 credits. A student transferring more than 60 hours to Sage and entering the experiential learning program will be required to take a minimum of 45 hours in regular classroom work while at Sage.
Consult the section on Tuition and Fees for corresponding charges.

For additional information on portfolio development and other experiential learning requirements, contact the Coordinator of Prior Learning at (518) 292-8629 or the Sage After Work Office at (518) 292-8615.

Electives Classification

I. Humanities Electives

All credit-bearing courses in humanities, communications, English, philosophy, and foreign language are classified as humanities courses. These are courses with the following prefixes: COM, EGL, HUM, and PHL. In addition, the following art history or art appreciation courses are classified as humanities:

- ART 205, 206, 207, 208, 209, 214, 320, 333
- IND 104, 106
- PHG 205

II. Math/Science Electives (category applies to associate degree only)

Math/Science electives include all credit-bearing courses in biology, chemistry, mathematics, physics and science. These courses have the following prefixes: BIO, CHM, MAT, PHY, and SCI. In addition, the following computer science courses are classified as Math/Science electives:

- CSI 226, 227, 150, 213, 260, 312, 438.

III. Science Electives

Science electives include all biology, chemistry, physics, and science courses. These courses have the following prefixes: BIO, CHM, PHY, and SCI.

IV. Social Science Electives

Social Science electives include all economics, history, political science, and sociology courses except SCL 347. These courses have the following prefixes: ECO, HIS, PSC, PSY, and SCL. In addition, all criminal justice (CRM) courses are social science electives with the exception of CRM 352, 353, 356, and 349.

V. Liberal Arts Electives

Liberal Arts electives include all humanities, math-science, science and social science electives. In addition, the following courses are classified as liberal arts:

- ASL 101, 102
- EDU 206/PSY 206
- ITD - All

VI. Professional Electives

With the exception of those noted above, all courses with the following prefixes are classified as professional electives: ACC, ART, BUS, CSI, EDU, GDN, HRS, ILL, IND, LAW, PHG, PED, and CRM 349.

VII. General Electives

General electives include all college level credit bearing courses.

Academic Adjustments for Students with Disabilities

Academic requirements must be modified, on a case-by-case basis, to afford qualified handicapped students and applicants an equal education opportunity. Students seeking accommodation under the Americans with Disabilities Act should contact the Office of Disability Services at (518) 292-8624.
CREDIT

Credits Among Schools at The Sage Colleges

Undergraduate credit at The Sage Colleges is applied equally to Sage College of Albany, Sage After Work and Russell Sage College. Credit is not “transferred” between the Colleges. Undergraduate credit earned at any of The Sage Colleges is applied toward the completion of associate and baccalaureate degree requirements, the calculation of cumulative grade points, and the determination of eligibility for honors in the respective colleges.

Classification of Students

A student's academic classification (class standing) is determined by the number of credits earned toward a bachelor’s degree.

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>24-53</td>
</tr>
<tr>
<td>Junior</td>
<td>54-86</td>
</tr>
<tr>
<td>Senior</td>
<td>87 or more</td>
</tr>
</tbody>
</table>

Substitution/Waiver Policy

In some cases, students may substitute or waive a course required for their degree program. The student must complete a Substitution/Waiver Form, have it signed by the department chairperson/program coordinator for the course that is being substituted, and return the form to the Office of Student Services. For example, substitution of a Math course requires the approval of the Math Department Chair. For general education requirements that are not department-specific (e.g., interdisciplinary), the decision rests with the Dean of the College. This approval may be secured in writing or via e-mail from the Chairperson/Coordinator or Dean and must be attached to the Substitution/Waiver Form before it is returned to the Office of Student Services.

In lieu of the Substitution/Waiver Form, substitution/waivers may be done via e-mail, but MUST contain the following:

- Chairperson/program coordinator must be copied
- Student must be copied
- Required course
- Course being waived
- Course being substituted
- Whether or not the course is a transfer course and from what institution
- Reason/justification
- Statement indicating that “Copying the student indicates the student’s awareness of the substitution.”

Transfer of Credit from Other Institutions

Undergraduate students must complete at least half their major and at least 30 credit hours in residence at Sage. Students must satisfy general education as well as major requirements and must maintain satisfactory standards of scholarship to be eligible for graduation.

The Office of the Registrar evaluates credit earned at other accredited institutions prior to admission. To be eligible for credit consideration at The Sage Colleges, final transcripts from all post-secondary institutions (college, university, technical, proprietary school, etc.) previously attended must be received before students have completed their first semester. Evaluation is conducted on a course-by-course basis for all work in which grades of “C-” or above have been earned. Up to 9 credit hours may be awarded for courses that are not comparable to courses offered at The Sage Colleges. Course grades from other institutions do not transfer; only credits do.

Transfer of Credit after Matriculation

An undergraduate student who intends to transfer credit from another institution after matriculation at Sage must file with the Registrar a statement of approval for the course to be taken, signed by the major advisor. No credit will be transferred without prior approval, nor will credit transfer for coursework with a grade below a “C-”. Course grades from other institutions do not transfer; only credits do. Transfer credit forms are available in the Office of Student Services or the Office of Academic Advisement.

A maximum of 66 transfer credits from a 2-year college (or 90 credits from a combination of 2- and 4-year colleges) are applicable toward a baccalaureate degree at Sage After Work. Students in baccalaureate programs must complete at least 30 Sage credits to earn a Sage After Work degree.

Before registering elsewhere to take a required course normally offered at Sage, the student must obtain consent of his or her academic advisor(s) and verification of course equivalence from the coordinator of the program in which the course would be offered at Sage. Students may petition the Dean of the College for a waiver of any part of this policy. Such a request
requires the consent of the academic advisor(s) and verification of course equivalence, if any, from the coordinator of the program in which the course would be offered at Sage.

Accredited Proprietary Schools

Students who have achieved a minimum 2.5 cumulative grade point average (4.0 system) for work done at a proprietary school accredited by the Association of Independent Colleges and Schools can petition for transfer credit according to two-year college guidelines. Most credit awarded will be applicable to electives and general education requirements, with decisions on major field credit resting with the academic department.

Non-Accredited Institutions

Students transferring from non-accredited schools may petition for credit evaluation after they have attended Sage for two consecutive semesters and earned a minimum 2.0 cumulative grade point average (2.2 in the major field).

Armed Services Training

Training on military installations may lead to credit awarded on the basis of guidelines from the “Guide to Evaluation of Educational Experiences in the Armed Services.”

Non-Collegiate Programs

Credit may be available for courses sponsored by organizations which are recommended in the “Guide to Educational Programs in Non-Collegiate Organizations” of the State University of New York.

College Credit by Examination

Sage provides students with information on opportunities to obtain college credit in a variety of subjects through several testing programs. These include the College Level Examination Program (CLEP), Excelsior College Examinations (ECE), New York University Foreign Language Proficiency Testing Program (NYUFLP), and Defense Activity for Non-Traditional Education Support (DANTES). For more information, see below or contact the Office of Academic Advising.

1. Up to 66 credits received through standardized examinations (CLEP, ECE, NYUFLP, and DANTES) may be applied toward a bachelor’s degree and up to 30 credits towards an associate degree. Distribution of the credits within the degree plan is determined by the academic advisor in consultation with the student.
2. Credit by examination does not count toward Sage’s graduation residency requirement.
3. Credit earned by examination at other accredited colleges and universities may be transferred through transcripts to Sage according to the above guidelines. However, scores must meet Sage’s current minimum passing levels in order for the credit to be accepted.
4. All scores for credit by examination must be received by Sage one semester prior to graduation. Note that it takes several weeks for results to be sent from testing agencies, so students must complete all standardized testing well before the final semester.
5. Although students may take examinations prior to or after coming to Sage, the college will not accept the credit indicated until after admission as a degree student (matriculation). After matriculation, students should consult with their academic advisors before taking any standardized tests to determine the appropriateness of the credit in their degree programs.

Consult with the Office of Academic Advising for information on these examinations, including the fees charged and the exam code number for the Sage College the student is attending (required for DANTES, CLEP, and Excelsior exams).

College Level Examination Program (CLEP)

Credit and/or placement is possible for qualifying scores from the College Level Examination Program. At Sage After Work, transfer credit is awarded for CLEP scores of 50 or higher. Normally, credit is awarded for acceptable scores in subject examinations and is applied to general education and elective requirements. For information about the CLEP program, visit www.collegeboard.com, or contact the Registrar with questions. The following table specifies appropriate exams and credit available.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Score</th>
<th>Course Equivalent</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Literature</td>
<td>50</td>
<td>HUM ELCT</td>
<td>3</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>50</td>
<td>EGL 154</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>50</td>
<td>HUM 112</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>50</td>
<td>HUM ELCT</td>
<td>3</td>
</tr>
<tr>
<td>Algebra</td>
<td>50</td>
<td>MAT 112</td>
<td>3</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>50</td>
<td>MAT ELCT</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>BIO 101 &amp; BIO 102</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>CHIM 111 &amp; CHIM 112</td>
<td>8</td>
</tr>
<tr>
<td>Course</td>
<td>Code</td>
<td>Credits</td>
<td>Hours</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>Precalculus</td>
<td>MAT 113</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Calculus with Elementary Functions</td>
<td>MAT 201</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>MAT 110</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>French - Level 1</td>
<td>FRE 101, FRE 102</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>French - Level 2</td>
<td>FRE 101, FRE 102, FRE 201, FRE 202</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>German - Level 1</td>
<td>GER 101, GER 102</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>German - Level 2</td>
<td>GER 101, GER 102, GER 201, GER 202</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>Spanish - Level 1</td>
<td>SPA 101, SPA 102</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>Spanish - Level 2</td>
<td>SPA 101, SPA 102, SPA 201, SPA 202</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>American Government</td>
<td>PSC 101</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>EDU 206/PSY 206</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>History of the US I: Early Colonization to 1877</td>
<td>HIS 105</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>History of the US II: 1865 to the Present</td>
<td>HIS 106</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>PSY 202</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Macroeconomics, Principles of</td>
<td>ECO 201</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Microeconomics, Principles of</td>
<td>ECO 202</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Psychology, Introductory</td>
<td>PSY 101</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Sociology, Introductory</td>
<td>SCL 101</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>HIS 109</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization II: 1648 to the Present</td>
<td>HIS 110</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>ACC 101</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Business Law, Introductory</td>
<td>BUS 212</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>BUS 205</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>BUS 204</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Information System &amp; Computer Apps</td>
<td>CSI 215</td>
<td>50</td>
<td>3</td>
</tr>
</tbody>
</table>

**Excelsior College Examinations (formerly CPE)**

Credits from this program, sponsored by Excelsior College, are available in the same manner as for CLEP. A maximum of 60 credits hours toward baccalaureate degrees and 30 toward associate degrees are aggregates for a combination of the two exams. Policies on ECE are as follows:

**New York University Foreign Language Proficiency Exams (NYUFLP)**

Sage is able to accept more than 50 different foreign language exams. Students may select a 12-point version (up to 12 lower division credits) or a 16-point version (up to 12 lower and 4 upper division credits). For a complete list of test languages and registration information, contact the Office of Academic Advisement and Career Planning.

**International Baccalaureate (IB)**

International Baccalaureate diplomas will generally be treated as certificates for advanced placement and/or general elective transfer credit, with final determination made by individual academic departments. For more information please contact the Student Services Office, Assistant Director of Transfer Evaluation at (518) 292-1781 or student_services@sage.edu.
EVALUATION OF ACADEMIC WORK

Grading Policy

At the end of each term, the standing of a student in each of his/her courses is reported by the instructor to the Registrar and is entered on the student's permanent record. Standing is expressed using a grading system with plus and minus designations, which is also used to determine quality points for calculating grade point averages. Sage uses the following grading system:

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Excellent</td>
<td></td>
</tr>
<tr>
<td>B = Good</td>
<td></td>
</tr>
<tr>
<td>C = Satisfactory</td>
<td></td>
</tr>
<tr>
<td>D = Passing</td>
<td></td>
</tr>
<tr>
<td>F = Failure</td>
<td></td>
</tr>
</tbody>
</table>

I (grade) = Incomplete

A grade of Incomplete ("I") may be awarded at the discretion of the faculty member if a student is unable to complete all the work for a course due to illness or a comparable emergency. In order for a grade of "I" to be granted, a student should have completed most of the work for the course in the opinion of the instructor. If an "I" is granted, the student has the right to complete the work by the date specified by the faculty member, not to exceed the end of the eighth week of the following semester. However, students who are pending an academic action of academic warning, academic review, or academic suspension must complete all work prior to the beginning of the next fall or spring semester. The student will not be allowed to re-register for the course (either for credit or audit) in a subsequent semester until the Incomplete is removed.

It is the responsibility of the student to be aware of her/his grades in all classes prior to requesting an Incomplete. Should she/he be at risk of being placed on probation or suspended, arranging for an Incomplete may result in an earlier deadline than anticipated. Faculty are not obliged to offer extensions under these circumstances.

Prior to requesting an Incomplete, the student and faculty member should write up and sign an agreement using the Incomplete/Extension Request Form, clearly identifying the specific reasons for the request, the work to be completed, and the deadline for the submission of the work. Upon completion of the work, the faculty member files a Grade Change Form with the Office of Student Services in order to convert the "I" grade to an appropriate letter grade. If the faculty member does not change the Incomplete grade by the end of the eighth week of the next semester (first Friday in November for spring and summer incompletes, last Friday in March for fall incompletes), the Registrar will replace the grade of "I" with the grade "F" unless the instructor has stipulated another grade to the Registrar's Office. Any agreed-upon extension of time to the deadline must be reported to the Office of Student Services via the timely submission of another Incomplete/Extension Request Form.

P = Passing

Indicates that the student has passed the course.

W = Withdrawal

This grade can only be assigned by the Registrar's Office, when a student officially withdraws from a class.

RP = Research in Progress

In designated courses such as theses, research projects, honors projects, and senior seminars and projects, incomplete work may be assigned a grade of "RP." "RP" grades indicate that the initial expectation was that the work to be evaluated normally requires more than one semester. The "RP" grade may not be used in place of an incomplete ("I" grade) for any course which students are normally expected to complete within the original semester. Within one year from the time the "RP" grade is assigned, students must complete a course for which the "RP" grade was given. A student whose research requires longer than one year may request an extension of the "RP" for up to one additional year. The program coordinator may grant the request for an extension of the "RP" grade, depending on the degree of completion of the project. The extension will be granted only if there has been substantial progress. Failure to complete the work within the timeframe described above will result in the conversion of the grade from "RP" to "F."

Registrar's Notes
(on the transcript but not grades)

R - The "R" designation is limited to developmental non-credit courses. The student must re-register for the course to receive a grade other than an "R."
Calculating Grade Point Average (GPA)

To determine a student’s grade point average (GPA), Sage uses the following system of quality points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

(I, P, and W designations not calculated in grade point average.)

Thus a bachelor’s degree student with one “A-,” two “Bs,” one “C+,” and one “D+” would have the following grade point average:

A- 3 credit course x 3.7 quality points = 11.1
B 3 credit course x 3.0 quality points = 9.0
B 4 credit course x 3.0 quality points = 12.0
C+ 3 credit course x 2.3 quality points = 6.9
D+ 3 credit course x 1.3 quality points = 3.9
16 credits = 42.9

GPA = Total Quality Points = 42.9 = 2.68
Total Credits Attempted 16.0

The student completed five courses for 16 credits with a GPA of 2.68.

Pass/Fail (P/F)

The Pass/Fail (P/F) option should encourage students to select courses offered by departments outside their major area and requirements. The policies governing the use of the P/F option apply only to those courses that can be elected P/F. Courses offered only on a P/F basis are excluded from the limitations. Faculty do not know which student(s) elect a course P/F; they will record a letter grade and the Registrar will assign the appropriate grade. Grades above “F” are considered passing.

1. Students completing 120 credits at Sage may take four courses P/F; the number is proportionately lower for associate degree and transfer students.
2. These courses may not be major or minor requirements, or required support courses in a major program, or HUM 112.
3. Election must be made at the time of registration, up to and including the last day to add or withdraw from a course.
4. When a student withdraws from a course elected P/F within the normal withdrawal period, it will not count toward the P/F maximum.
5. When registering for a P/F course, students may choose to have a letter grade recorded under certain specified conditions by filling out the appropriate section of the P/F form. The student must complete this section at the time of registration. Note: Courses taken for a letter grade under this option still count as courses taken P/F.
6. To be considered for Dean's List in a given regular term, a student must take a minimum of 12 credit hours on a letter-grade basis that year.

NOTE: If the student is not successful in a course that he/she selects as Pass/Fail and receives a final grade of 'F', the F grade is listed on the official transcript and is averaged in to the student's cumulative GPA.

Audit

Students who wish to audit a course must have the instructor’s permission to do so and will be permitted to audit a course on a space-available basis, limited to not more than 10 percent of class enrollment. They are not required to submit credentials if they intend only to audit, but they must declare their request to audit a course at registration or no later than the end of the Add-Drop period. Auditors pay all fees and partial tuition (see Section on Tuition, Fees and Deposits for tuition charges).

Repeat Course Policy

Students are permitted to retake any Sage course at the same College where they initially took the course. Credits and grade points for the first grade will be deleted from the cumulative record, while the grade itself will remain on the transcript and the repeat noted. The course information will be listed in the usual manner the second time it appears on the transcript. Generally, the course should be repeated the next time it is offered. However, it may be repeated any time prior to graduation. No matter which grade is higher, the most recent grade counts in calculating the cumulative grade point average.
In situations where a student has repeated a course previously taken for a letter grade at Sage, the grade replacement may not be used to remove the academic warning or term probation from the semester in which the course was previously taken.

Students may repeat no more than two previously passed courses while enrolled in a program leading to an associate degree, and no more than three previously passed courses while enrolled in a program leading to a bachelor’s degree. There is no specific limit on the number of courses a student may repeat for a course in which they received an F, or W.

Students cannot repeat using the P/F option to replace a grade. However, a student who has failed a course using the P/F option may elect to retake the course for either a grade or a P/F option. The retaken P/F course counts as an additional use of the P/F option.

All course repeats must be taken at Sage. In the event that a student’s program of study is jeopardized due to the lack of course offerings at Sage, students may seek approval of the program coordinator/department chair to take the course elsewhere. The sequence of certain programs may not allow multiple retakes. Students should consult their advisor or program coordinator/department chair for further details. Students should seek approval of their advisor prior to pre-registration, as the sequence of their program may be affected by the need to retake a course. Please note that course grades from other institutions do not transfer; only credits do.

Repetition of coursework for which credit has been granted may jeopardize financial aid eligibility. It is the student’s responsibility to understand his/her financial aid situation and the possible consequences of repeating courses. Students with questions regarding the impact of course repeats on financial aid should consult the Office of Student Services.
ACADEMIC STANDARDS

Academic Integrity

Sage After Work students are expected to comply with the stipulations set forth in the "Statement of Academic Honesty," which is included in the The Student Handbook, available online at http://www.sage.edu/current/handbook/scal/.

Academic Dishonesty/Misconduct

Academic dishonesty and misconduct violate the essential mission of an academic institution and will not be tolerated at The Sage Colleges in any of its forms. Academic dishonesty and misconduct include cheating, plagiarism, multiple submissions, complicity in academic dishonesty/misconduct, abuse of materials or alteration of records. Following are several definitions and examples of academic dishonesty. The examples are provided as samples of various types of academic dishonesty, but are not intended to be an exhaustive or exclusive list.

- **Academic Fraud** = The alteration of documentation relating to the grading process (e.g., changing exam solutions to negotiate for a higher grade or tampering with an instructor’s grade book).
- **Collaboration** = Deliberate facilitation of academic dishonesty in any form (e.g., allowing another student to observe an exam paper or recycle one’s old term paper).
- **Copying** = Obtaining information pertaining to an exam question by deliberately observing the paper of another student.
- **Cribbing** = Use or attempt to use prohibited materials, information, or study aids in an academic exercise.
- **Fabrication** = Unauthorized falsification or invention of any information in an academic exercise (e.g., use of a purchased term paper; falsifying lab records).
- **Plagiarism** = Representing the work or words of another as one’s own through deliberate omission of acknowledgment or reference.
- **Sabotage** = Destruction of another student’s work related to an academic exercise (e.g., destroying a model, lab experiment, computer program, or term paper developed by another student).
- **Substitution** = Using a proxy, or acting as a proxy, in any academic exercise.

Academic Monitoring

Student academic progress is monitored at several levels: (a) by the Registrar’s Office through a degree or program audit; (b) by the student’s academic advisor; (c) by the program coordinator of the program in which the student is enrolled; (d) by the Academic Standards Committee; and (e) by the students themselves.

Academic Actions

**Satisfactory Academic Progress**

Sage After Work students making satisfactory academic progress toward a degree (defined also as good academic standing) must achieve cumulative grade point averages (CGPA) of at least 2.0.

Student records are scrutinized for satisfactory progress by the SCA Academic Standards Committee at the end of each fall and spring semester. Students with academic difficulties may receive a Letter of Concern or a Letter of Academic Action, as appropriate, from the Registrar and/or Director of Academic Advising on behalf of the Committee. The Committee may place the student on Academic Warning, ask the student to submit to an Academic Review, issue an Academic Suspension, or issue an Academic Dismissal. Students wishing to appeal the decision of the Academic Standards Committee must put their appeal in writing to the Dean of the College.

**Academic Warning**

A Sage After Work student is placed on academic warning when the CGPA drops below 2.00 based on the last 12 attempted credits. A Sage After Work student on academic warning may not carry more than 12 credit hours or the equivalent.

Students must complete 75 percent of credits if registered full-time and 100 percent if registered part-time. A student is removed from academic warning and returned to good academic standing by achieving a CGPA of 2.00. A student who has received an incomplete grade that converted to a failing grade from a previous semester than the one under review may receive retroactive academic warning or suspension.

**Semester Warning**

A matriculated Sage After Work student is placed on semester warning when the student has attended the College for more than one term and the CGPA is over a 2.00 but the current term grade point average is 1.30 or lower. A student on semester warning may not carry more than 12 credit hours or the equivalent. If a Sage After Work student is placed on semester warning for two or more terms, the Academic Standards Committee may impose a reduction in registered credits for the next term.

**Academic Review**

A student is subject to academic review (“pending academic suspension”) when the cumulative grade point average (CGPA) remains below 2.00 in the succeeding semester or when the CGPA initially drops below 1.75.
To continue as a matriculated student at the College, the student is required to meet with the Academic Standards Committee. After the student appears before the committee, the committee decides whether the student is retained on academic warning or academically suspended. If retained on academic warning, full-time or part-time, the student must comply with the academic warning policy as outlined above and/or the Committee may require additional specific conditions be met.

A student who is subject to academic review and chooses not to appear before the committee will be academically suspended from the college. A student who is academically suspended may apply for readmission after the passage of one regular semester.

Academic Suspension
If a student matriculated in Sage After Work accumulates three semesters on academic warning followed by another unsatisfactory CGPA, he/she will receive one-semester suspension. Or, if a student has accumulated 0 credits in a semester, the student will be academically suspended. However, suspension may not occur if the Academic Standards Committee sees evidence of an encouraging rate of improvement in the student's work despite the technical deficiency. A student is removed from academic warning and returned to good academic standing by achieving a CGPA of 2.00.

A student who receives an incomplete grade in one or more courses and is pending academic suspension from the college will have a final deadline for completion of work no later than five business days before the start of the next term. If the remaining coursework is not completed or the final course grade does not improve the CGPA, the student will be suspended. A student who has received an incomplete grade that converted to a Failing grade from a previous semester than the one under review may receive retroactive academic warning or suspension.

Suspension is defined as a separation from the College for a stated period (one or more semesters). Suspended students may appeal to the Dean of the College within the period stipulated in the Letter of Academic Action; the Dean consults with the Academic Standards Committee before making a decision. If no appeal is made or if an appeal is unsuccessful, suspended students may request reinstatement after their suspension by writing to the Dean of the College.

A student who has been suspended may not apply for reenrollment or take courses through any of the Sage Colleges until at least one semester has passed.

Academic Dismissal
Academic dismissal is defined as a complete and permanent severance from the College for reasons of academic deficiency. The Academic Standards Committee may impose academic dismissal after two or more one-semester academic suspensions. A student who has been dismissed may not take classes at any of the Sage Colleges.

Any dismissal from the college for non-academic reasons is noted as an “administrative dismissal.” To be readmitted to the college, the student is required to reactivate his/her file through the Office of Admission. An administrative dismissal may affect a student’s financial aid.

Readmission
Matriculated undergraduate students who have been away from The Sage Colleges due to a leave of absence, withdrawal or suspension should contact the admission office to confirm what return procedures and policies apply. A readmission application and interview and/or the approval of the Registrar and the Director of Academic Advising may be required. Students who have been academically suspended may not apply for reenrollment until at least one semester has passed. The readmission deadline for the fall semester is August 28; the deadline for the spring semester is January 7.

A readmitted student who earned a grade point average of less than 2.0 (or who has accrued no credits at the time of readmission) must earn a GPA of 2.0 for the semester or be academically suspended at the end of that semester. For a full-time student, this GPA must be based on the completion of at least 75 percent of the courses in which the student is enrolled. The GPA for a student registered for three courses or less must be based on the completion of all courses in which the student is enrolled. A student wishing to be readmitted to the college with a GPA below 2.0 will be required to complete an interview with the Director of Academic Advising.

If a student has been put on academic suspension more than once, he or she cannot reenroll at Sage without demonstrating “C” work in at least 9 credit hours (2.0 in all courses) at another institution. If the student attends any other post-secondary institutions (college, university, technical, proprietary school, etc.) while away from Sage, official transcripts should be forwarded to the Office of Admission at Sage.

Appeals of Academic Issues
In the event that a student has a complaint involving a faculty member or wishes to question a grade, the student should follow the procedures listed below:

- Meet with the instructor involved. In the best interests of both parties, resolution ideally should be reached at this stage.
- Meet with the instructor’s department chairperson or program coordinator if resolution is not reached between the student and instructor.
- Meet with the Dean of the College, only in the event that the student feels procedures were not followed.
The Vice President for Academic Affairs is the final decision-making authority.

Change of Final Grade
Final grades recorded by the faculty are permanent and remain so with the exception of "I" (Incomplete). An Incomplete grade must be converted to a letter grade by the end of the eighth week of the subsequent semester unless an extension has been granted. If a letter grade has not been submitted by the instructor by this time, the "I" will convert to an "F" and will be appropriately calculated into the student's CGPA.

Except for mathematical errors, the registrar may alter final grades only after the Dean of the College has granted approval. The instructor must initiate corrections by submitting a grade change form with the explanation for the change of grade to the Dean of the College.

A student who believes he/she has been penalized unjustly in the final grade received should follow the appeals procedure outlined above.
HONORS and GRADUATION

Dean’s List

Students who are matriculated in a Sage After Work degree or certificate program are eligible for the Dean’s List if they have completed at least four courses (12 credits) over one to three terms (including summer) in which a grade point average of 3.3 or above is achieved, with no grade below a “C” or of “Incomplete.” A student with an incomplete may petition the Dean's Office for recognition after the incomplete is satisfied. The Dean’s List will be published twice per year after the close of the fall and spring terms.

Honor Societies

Phi Kappa Phi National Honor Society

The 176th chapter of the Phi Kappa Phi National Honor Society was installed at Sage in 1975. Students in any major may be elected to the society in the spring term of the junior or senior year. To be eligible for election, juniors must rank in the upper 2 to 3 percent and seniors in the upper 10 percent of their class, with a cumulative average of 3.5 or better.

Alpha Sigma Lambda Honor Society

At Sage, Alpha Sigma Lambda, a national honor society for continuing education students, recognizes the special achievements of adults enrolled in Sage After Work who achieve academic excellence while adroitly balancing the competing interests of home, work, school, and community. Through leadership born of effort, both scholastically and fraternally, Alpha Sigma Lambda inspires its candidates to give of their strengths to their fellow students and communities through their academic achievements.

Matriculated Sage After Work bachelor’s degree candidates who qualify may be invited to become members of Alpha Sigma Lambda Gamma Nu Chapter. Members must rank in the highest 10 percent of those students and must satisfy the following requirements:

- Matriculation in a bachelor’s degree program in Sage After Work
- At least 24 credits in the Sage After Work program (with permission, some of these credits may be from the other Sage Colleges if taken after matriculating in Sage After Work
- At least 15 of these 30 credits must be from courses which are outside of the major field
- At least 15 semester hours of a student's total hours should consist of credits in liberal arts and sciences, not including applied arts/science courses (accepted transfer courses may be used to meet the liberal arts/science requirements)
- Experiential learning credits are not graded and may not be used
- Attendance at Sage After Work program for a minimum of four terms

Each spring, Sage After Work inducts new members from among selected outstanding students. For more information, contact the Office of Academic Advisement at (518) 292-1719.

Academic Honors

Sage After Work awards Latin, project and program honors to qualifying graduates.

Latin Honors

Students must have at least 45 credit hours at Sage above the 100-level and earn a GPA of at least 3.5 for all Sage credits. The baccalaureate degree is awarded as follows:

- Cum Laude: Sage GPA between 3.5 and 3.69
- Magna Cum Laude: Sage GPA of 3.7 to 3.89
- Summa Cum Laude: Sage GPA 3.9 or higher

Program Honors

Students who have attained a high degree of excellence in the work of their respective major subjects, and who have in addition satisfied the requirements prescribed by the department concerned, are awarded program honors. The GPA requirement for program honors is 3.5 based on all required courses for a major program, including support courses and transferred courses. Electives are excluded.

Graduation

The Sage Colleges confers degrees three times each year: in August, December and May. However, a Commencement ceremony is held only in May. Students become candidates for graduation upon the filing of a completed “Graduation Application” with the filing fee and submitted to the Office of Student Services. The filing deadlines are:

- February 15 for May degree conferral
- June 1 for August degree conferral
- October 1 for December degree conferral
For conferral of a degree in May, August or December, students must have met all degree requirements by the end of the semester or summer session preceding degree conferral date. Students enrolled in internships, externships, clinicals, student teaching, practica, or courses at another institution which are scheduled to end within one month after conferral date must supply the Office of Student Services with documentation of satisfactory progress (a letter from the instructor on the college's letterhead indicating an average of C- or better) to be eligible for degree conferral and receipt of a final transcript.

Participation in Commencement Exercises

For participation in Commencement, students must meet the requirements for graduation by Commencement day, or be within two courses (including internships, externships, clinicals, student teaching or practica) of completing requirements and enrolled in the subsequent summer session(s) or semester at The Sage Colleges. Students with up to two courses worth of Incomplete and/or Research in Progress grades from the semester prior to Commencement day are normally eligible to participate in Commencement but are not eligible for degree conferral. The Dean of the College will consider petitions for exceptions to the above regulations, but they will be granted for only the most compelling reasons. The Dean of the College will routinely report the reasons for any exceptions made to the Academic Standards Committee.
Degree Requirements for Graduation

The Sage Colleges confer degrees twice each year: in August and May. However, a Commencement ceremony is held only once, in May. Students become candidates for degree conferral upon the filing of a completed “Graduation Application” with the Registrar’s office.

The filing deadlines are:
- February 15 for May degree conferral
- June 1 for August degree conferral

Candidates for graduation in May of a calendar year may participate in the Commencement ceremonies. Candidates for graduation in August may participate in the Commencement ceremonies following degree completion. Those who have completed all requirements for the degree will receive their diplomas and be identified as graduates. A student may participate in Commencement ceremonies only once in connection with completion of a particular degree.

Graduation Requirements for Bachelor’s Degrees

A minimum of 120 credit hours is required for the baccalaureate degree. Students must complete at least half the major at Sage. Thirty of the last 45 credit hours must be completed in residence. Students must satisfy general education as well as major requirements and must maintain satisfactory standards of scholarship to be eligible for graduation.

A Bachelor of Science degree must include a minimum of 60 credit hours in the liberal arts and science.

A Bachelor of Business Administration degree must include a minimum of 30 credit hours in the liberal arts and science.

Finally, students must achieve a 2.2 grade point average in the major, including required supporting courses, and an overall 2.0 cumulative grade point average. The ultimate responsibility for fulfilling graduation requirements rests with the individual student. Students should regularly review their academic programs with their advisors to make certain that requirements for degrees are being met.

Major Requirements

In order to earn a bachelor’s degree, students must successfully complete a major. At least 30 credits are required for such completion, but specific requirements will vary widely from one academic area to another. These are prescribed by the program’s faculty and set forth in the Sage After Work catalog, except that in the case of specially arranged interdisciplinary majors, the student and academic advisor(s) or the appropriate Program Coordinator(s) mutually agree upon requirements. These written agreements require approval by the Dean of the College. To complete a major, students must fulfill all stipulated requirements, both for total credits and for specific courses or areas of distribution, which may be in the major itself or take the form of “required support courses” in other departments.

The determination of standards of performance acceptable for continuance in a major is the responsibility of the appropriate academic department and the Dean of the College.

Interdisciplinary Major

In addition to those majors offered in the regular college curriculum, students may design an interdisciplinary major to accommodate and define particular academic interests. Examples include majors that combine coursework in computer science and business, psychology and law, or accounting and criminal justice. Other combinations are possible. Students should first consult with their advisor and then write a proposal explaining their areas of interest and listing the courses that will enable them to achieve their objectives. This proposal must be approved by a faculty advisor or Program Coordinator in each discipline and by the Dean of the College.

Second Bachelor’s Degree

Students may apply up to 75 credit hours from a previous degree toward a second degree at Sage College of Albany. A minimum of 45 additional hours must be earned at Sage, and will include at least half the major field requirements for the second degree, as well as any general education requirements that cannot be met by credits from the first degree.
General Education

Bachelor’s degree programs are all built upon a common foundation called the LIFE (Liberal and Interdisciplinary Foundation for Excellence) Curriculum. General Education components for the bachelor’s degree programs are described in more detail below.

The LIFE Curriculum

The Liberal and Interdisciplinary Foundation for Excellence, or LIFE curriculum, is the foundation of general education in Sage After Work’s bachelor’s degree programs. Sage After Work is committed to the belief that all graduates should possess the skills and breadth of knowledge and the experiences necessary for lifelong learning in a changing world. The LIFE curriculum provides students with the foundation in the liberal arts and sciences to broaden their perspective of a discipline while helping them to make interdisciplinary associations and to appreciate the link between theoretical knowledge and its application.

The LIFE curriculum at Sage After Work is integrated over the four years of study to so that students will:

- select a foundation in the humanities, social sciences, and natural sciences that will support the commitment to lifelong learning;
- broaden their perspective of different disciplines by being introduced to alternative ways of learning, knowing, and perceiving;
- explore the connection between theoretical knowledge and the application of knowledge.
- develop reasoning abilities, writing, reading, and computational abilities, and the abilities to apply, analyze, synthesize, and evaluate information within an interdisciplinary context.
- develop cultural, historical, and human diversity perspectives and effective citizenship.

In support of these learning outcomes, LIFE includes:

- A broad selection of liberal arts and science courses
- Interdisciplinary course experiences
- Applied competencies within the major
- Experiential-based learning opportunities
- A Capstone or Senior Seminar

LIFE Curriculum Requirements

<table>
<thead>
<tr>
<th>Liberal Arts and Science Knowledge</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>6-8</td>
</tr>
<tr>
<td>HUM 112 - Humanities Seminar II: Language and Community</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Mathematics (MAT 110 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Technology Competency</td>
<td>0-3</td>
</tr>
<tr>
<td>ITD 3XX – LIFE Interdisciplinary Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Applied Advanced Competencies</td>
<td>in the major</td>
</tr>
<tr>
<td>Experiential-Based Learning Opportunities</td>
<td>in the major</td>
</tr>
<tr>
<td>Capstone Seminar</td>
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</tbody>
</table>

Total LIFE Credits (outside the major) 27–32

Liberal Arts and Science Knowledge

Most general education curricula include a broad choice of liberal arts and science courses and the SCA LIFE requirement is no exception. According to the New York State Department of Education, liberal arts and science courses are “those courses that are either of a general and/or theoretical nature that are designed to develop judgment and understanding about man’s relationship to the social, cultural, and natural facets of his total environment.” SCA students complete a minimum of six credits within each of the categories of Humanities, Social Science, and Science (as identified in the college catalog). Through advisement, students select courses within these categories to develop their knowledge of the liberal arts outside their major.

In addition, specific course requirements further support a strong foundation in the liberal arts and sciences:

Humanities Seminar II: Language and the Community

This course emphasizes critical reading, writing, and thinking. Using the general topic “Language and the Community,” students consider the ways in which language both reflects and shapes life and thought within perceived communities.
Students will compile a portfolio of their written work in the course for a final assessment.

Topics in Mathematics

This course is designed to give students not majoring in mathematics, science or technology an appreciation of mathematics and its use in problem solving. Students whose major requires a higher level of mathematics will fulfill their math requirement as part of their major.

Technology Competency

This is required to ensure that all students have basic technological skills. Students must demonstrate the “basic technological skills” early in their academic program so that they may “apply” those “competencies” in their major. The student should be able to:

- operate a microcomputer in a windows environment;
- organize and manage different types of computer files in an electronic storage device;
- prepare a document with a word-processor;
- use an spreadsheet to solve arithmetic problems;
- both store information and retrieve information from a database;
- prepare an electronic presentation;
- read and send email and handle email attachments;
- find and retrieve information from the internet.

Students may demonstrate these competencies in several ways:

- by achieving a grade of 70 percent on the Computer Literacy Assessment exam prepared by the Department of Mathematics and Computer Science. (This exam is based on skill in the use of MS Office, which is the standard office support system selected for The Sage Colleges.)
- by successful completion of CSI 101 Computer Literacy, CSI 150 Advanced Computer Literacy, BUS 290 Software Applications in Business, or LAW 215 Law Office Technologies (or their transfer equivalent) by successful completion of other courses approved by Sage After Work Curriculum Committee.

LIFE Interdisciplinary Seminars

Students complete an interdisciplinary seminar as part of their LIFE curriculum. The purpose of interdisciplinary seminars is to develop within students the ability to view the same subject from multiple yet related perspectives. Interdisciplinary seminars will follow a thematic approach that focuses on cultural, historical, and human diversity perspectives and effective citizenship. Interdisciplinary seminars are open to juniors and seniors and may be team-taught by faculty from different disciplines.

Applied Advanced Competencies within the Major

All SCA students are prepared with basic competencies in critical reading, writing, and thinking, mathematics, and technology as part of their liberal arts and science foundation. In addition, students will have the opportunity to apply this knowledge in courses related to their major. Courses and activities that fulfill this part of the LIFE curriculum will be identified by each of the programs.

Experiential-Based Learning Opportunities

Experiential-based learning opportunities are developed as an integral part of each major in collaboration with the Career Services Office and through community partnerships. An important feature of this LIFE requirement is the students’ exposure to learning beyond the college classroom. Experiential-based learning opportunities may include a combination of job shadowing, internship, externships, community service projects, and other learning opportunities that match student readiness and facilitate outcome attainment. Experiential-based learning is self-directed learning that when accompanied by individualized advisement promotes higher-level achievement. Students must complete at least one approved experiential-based learning opportunity as part of their major prior to earning their bachelor’s degree. To be eligible for internship credits, students must have completed at least 3 credits at Sage with a grade of C or higher and be in good academic standing.

Waiver of the Experiential-Based Learning Requirement

Students who have worked 18+ months within the past five years in the field of their major may seek a waiver of the experiential learning requirement. Upon approval, the Program Director/Coordinator will sign a course waiver form and submit it to the Registrar’s Office as documentation indicating the student has met the LIFE requirement for Experiential Learning. Note: Students who want credit for work experience must apply for credit through the credit for prior learning program.

With assistance from the Career Planning Office, students must submit their request for a waiver to the Program Director/Coordinator prior to completing 102 credits. The waiver request must contain a letter of employment verification, job description, current resume, and five year career plan, including a two- to three-page statement that identifies how their
current studies will help them meet their career goals.

Capstone Course or Senior Seminar

A capstone course or senior seminar will represent the culminating experience of the major. Each program will be responsible for identifying the course and its purpose in order to achieve this LIFE requirement for all Sage After Work students.
ACCOUNTING  
BACHELOR of SCIENCE in ACCOUNTING

Accounting is an essential function in any well-managed organization. From small non-profit organizations to government agencies and large multinational corporations, managing and accounting for financial resources requires professionals with a solid foundation in accounting principles. This degree prepares a student for a career as a professional accountant, budget analyst, auditor, fiscal analyst or comptroller in the private or public sectors.

The Bachelor of Science degree in Accounting in Sage After Work is a completer program. Students who enter this program have already done some college-level work, typically 45-60 credits, and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred from a previous school. When that is not the case, a Sage academic advisor will describe alternatives for completing these courses. This program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

Students have the option of carrying a full course load and moving through the program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced class-time, or entirely online.

When students complete the undergraduate accounting curriculum, they are fully qualified for a professional accounting career. Recent changes to the Certified Public Accountant National Exam now require a total of 150 credit hours of study prior to the exam. Students may pursue the additional 30 credit hours by completing a Sage graduate degree (MS or MBA) or through additional undergraduate courses. The accounting curriculum is registered with the Division of Professional Education of the New York State Education Department.

<table>
<thead>
<tr>
<th>Major Requirements</th>
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<td><strong>Accounting Core Course Requirements:</strong></td>
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</tr>
<tr>
<td>ACC 201  Financial Accounting *</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202  Managerial Accounting*</td>
<td>3</td>
</tr>
<tr>
<td>ACC 203  Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 204  Intermediate Accounting II</td>
<td>3</td>
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<tr>
<td>ACC 205  Cost Accounting</td>
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<tr>
<td>ACC 207  Accounting Information Systems</td>
<td>3</td>
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<tr>
<td>ACC 210  Individual Taxation</td>
<td>3</td>
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<tr>
<td>ACC 301  Advanced Accounting</td>
<td>3</td>
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<tr>
<td>ACC 401  Auditing</td>
<td>3</td>
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<tr>
<td>Two electives:</td>
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<tr>
<td>ACC</td>
<td>Choose from: ACC 209 Performance Auditing; ACC 303 Govt. &amp; Nonprofit Acct.; ACC 327 Internship; ACC 405 Corporate &amp; Partnership Taxation</td>
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<tr>
<th>Business and Economics Support Courses:</th>
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<tr>
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<tr>
<td>BUS 213  Business Law II</td>
<td>3</td>
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<tr>
<td>BUS 325  Financial Management</td>
<td>3</td>
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<tr>
<td>ECO 201  Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>ECO 202  Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 215  Statistics for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>ECO 304  Financial Markets and Institutions</td>
<td>3</td>
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<tr>
<td>ECO-BUS  Two electives</td>
<td>6</td>
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</tbody>
</table>

*These introductory courses are normally offered only in the Summer.
## CORE COURSES OFFERED

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Intermediate Accounting I</td>
<td>Intermediate Accounting II</td>
<td>Financial Accounting</td>
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<td>Cost Accounting</td>
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<td>Auditing</td>
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<td>Accounting Elective</td>
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<td>Individual Taxation</td>
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<td>Financial Management I</td>
<td>Financial Markets and Institutions</td>
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<td>Statistics for DecisionMaking</td>
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<td>Macroeconomics</td>
<td>Accounting Elective</td>
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<tr>
<td>Microeconomics</td>
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BUSINESS ADMINISTRATION
BACHELOR of SCIENCE in BUSINESS ADMINISTRATION
and
BACHELOR of BUSINESS ADMINISTRATION

Both the B.S. and B.B.A. in Business Administration in Sage After Work are completer programs. Students who enter either program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe alternatives for completing these courses. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

Students may choose the degree program that best fits their needs and accommodates the coursework they transfer in. Both programs provide the knowledge base and the skills necessary for successful business practice and for a career in management. They also provide the foundation needed for entry into an MBA program as well as an accelerated track option that will benefit students who continue into the Sage Graduate School’s own MBA program.

Students have the choice of carrying a full course load and moving through the business program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced class-time, or entirely online.

The B.S. in Business Administration is for students who are able to accumulate a total of 60 credit hours of liberal arts and sciences. The B.B.A. requires fewer credits hours of liberal arts and sciences and is for students who want to take a larger number of business courses or who bring in a more professional background.

**Business Administration Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 204</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 208</td>
<td>Math for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BUS 209</td>
<td>Math for Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 212</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 213</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 215</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 304</td>
<td>Advertising and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>BUS 308</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 324</td>
<td>Business Strategy I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 325</td>
<td>Financial Management I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 330</td>
<td>Play and Work</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BUS 335 Management Information Systems</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ACC 207 Accounting Information Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 424 Business Strategy II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECO 201 Principles of Macroeconomics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECO 202 Principles of Microeconomics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ECO 215 Statistics for Decision Making</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>MAT 220 Applied Statistics I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Elective Courses Required for B.B.A. Degree from Accounting, Business, Economics, or Law

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Major Requirements</td>
<td>72</td>
</tr>
</tbody>
</table>

**LIFE Curriculum Requirements**

- Humanities: 6
- Science: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 112 Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>LIFE Interdisciplinary Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

| Liberal Arts Electives          | 9       |
| Professional or Liberal Arts & Science electives** | 21      |

**Total Credits Required to Qualify for Graduation:** 120

B.S. majors need at least 60 credits of liberal arts and science.

B.B.A. majors need at least 30 credits of liberal arts and science.

**MBA program in Sage Graduate School**

Students who have completed 87 credits or more, have a GPA of 3.0 or better, and have the approval of their advisor and the Dean of the Sage Graduate School, may take 6 credits of graduate level coursework as part of their 120 credit Bachelor’s degree requirement.

Students in SAW BS/BBA in Business Administration Program may be eligible to participate in a special MBA acceleration program. The MBA program is structured as a 54 credit hour program comprised of:

- 4 proficiency courses (12 credits)
- 10 foundation courses (30 credits)
- 3 specialization courses (9 credits)
- 1 integrative capstone course (3 credits)

**Acceleration - TSC undergraduate students may be eligible for a special acceleration program:**

- Students in the SAW BS in Business Administration or the BBA programs
- who have earned 84 undergraduate credits at towards their bachelors degree
- who have an overall GPA of 3.0 (TSC and transfer credits combined)
- who are recommended by their program coordinator
- who have the permission of the MBA program director and the Dean of Sage Graduate School

are eligible to participate in an MBA acceleration program. The program allows the student to complete up to 18 credits of the 54 credit MBA program, while an undergraduate. Upon completion of their bachelors degree the student will need 36 credits to complete the MBA.

**Part 1 Proficiency Courses (Up to 12 credits acceleration)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 551 Financial Accounting</td>
<td>Requirement is waived if student takes ACC 201, 202 and achieves a grade of B or better in both courses</td>
</tr>
<tr>
<td>MBA 552 Economics Analysis</td>
<td>Requirement is waived if student takes ECO 201, 202 and achieves a grade of B or better in both courses</td>
</tr>
<tr>
<td>MBA 553 Statistical Analysis</td>
<td>Requirement is waived if student takes ECO 215 (offered SAW only) and achieves a grade of B or better OR the student takes MBA 553 as part of their undergraduate curriculum (only students with superior algebra skills should take this option)</td>
</tr>
<tr>
<td>MBA 563 Legal Environment</td>
<td>Requirement is waived if student takes MGT 312(RSC), BUS 212 (SCA-SAW) and achieves a grade of B or better</td>
</tr>
</tbody>
</table>

**Part 2 Foundation courses & electives - Up to 6 credits acceleration. Acceleration students may take two of the following (Courses taken at the MBA level count toward the undergraduate curriculum and waive requirements in the graduate.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 651 Human Resource</td>
<td>Student takes MBA 651 which will count for their human resource management class (MGT 308 or BUS 308) in their undergraduate curriculum or as an advanced elective.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>MBA 576</td>
<td>Marketing System</td>
</tr>
<tr>
<td>MBA 655</td>
<td>Adm Org Behavior</td>
</tr>
<tr>
<td>MBA 582</td>
<td>Consumer Behavior</td>
</tr>
</tbody>
</table>
BACHELOR of SCIENCE in COMPUTER INFORMATION SYSTEMS
COMPUTER SCIENCE

The Sage Colleges offer two Bachelor’s degree options in computer science in Sage After Work:

- B.S. in Computer Information Systems
- B.S. in Computer Network and System Administration

In addition the College offers the following certificates:

- Web Site Design & Administration
- Computing Business Applications
- Computing Network Support

Matriculating in Computing Programs
Those students wishing to matriculate in one of the Certificate programs in Computing Sciences or the BS Program in Computer Information Systems (CIS) or the BS in Computer Network and Systems Administration (CNS) are expected to have command of the basics of computer literacy (the specific competencies are described below). Each student entering these programs is expected to demonstrate competency in these areas by any of the following methods:

- Receive credit at Sage for prior learning equivalent to CSI 101” Computer Literacy” (Contact Office of Academic Advisement).
- Transfer in an equivalent course CSI 101” Computer Literacy” from some other institution.
- Successfully complete a self-administered challenge procedure (for details consult Program Coordinator) Note that no credit is earned; a waiver is granted.
- Those with extensive experience in the computing field may submit evidence of technical competency to Departmental faculty in requesting a waiver; no credit is earned.

The specific computing competencies are:

- Functional familiarity with GUI Operating System (Windows, Mac OS).
- File/directory manipulations.
- Aptitude using basic Internet services (web browsers, search engines, e-mail).
- Basic MS Office skills.

BACHELOR of SCIENCE in COMPUTER INFORMATION SYSTEMS

The Bachelor of Science degree in Computer Information Systems in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Introductory level and general education courses will normally have been completed and transferred in. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full semester, 50 percent online with reduced classroom seattime, or entirely online.

The goal of this program is to prepare students to enter the work force as computer information systems professionals. Graduates will have a sound theoretical foundation based on the fundamental ideas and concepts of computer science and will have developed powerful and sophisticated skills in the following areas:

- Programming in the business environment
- Design analysis, and maintenance of computing-based information systems
- Database applications
- Web site development and support
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 110</td>
<td>Computing Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSI 150</td>
<td>Advanced Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI 210</td>
<td>Workstation Architecture &amp; Support</td>
<td>3</td>
</tr>
<tr>
<td>CSI 215</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CSI 221</td>
<td>LINUX for Network Administrators</td>
<td>3</td>
</tr>
<tr>
<td>CSI 226</td>
<td>Computer Science I (Java)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 227</td>
<td>Computer Science II (Java)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 261</td>
<td>VB.NET</td>
<td>3</td>
</tr>
<tr>
<td>CSI 263</td>
<td>Web Site Development</td>
<td>3</td>
</tr>
<tr>
<td>CSI 265</td>
<td>Database Applications I (Access)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 276</td>
<td>Data Communications &amp; Networking I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 301</td>
<td>Database Applications II (Oracle)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 315</td>
<td>C# Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSI 326</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 349</td>
<td>Machine Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 438</td>
<td>Technology and Culture</td>
<td>3</td>
</tr>
<tr>
<td>CSI 407</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>EGL 235</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>MAT209</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
</tbody>
</table>
The Sage Colleges offer two Bachelor’s degree options in computer science in Sage After Work:

- B.S. in Computer Information Systems
- B.S. in Computer Network and System Administration

In addition the College offers the following certificates in the computer science area:

- Web Site Design & Administration
- Computing Business Applications
- Computing Network Support

Matriculating in Computing Programs
Those students wishing to matriculate in one of the Certificate programs in Computing Sciences or the BS Program in Computer Information Systems (CIS) or the BS in Computer Network and System Administration (CNS) are expected to have command of the basics of computer literacy (the specific competencies are described below). Each student entering these programs is expected to demonstrate competency in these areas by any of the following methods:

- Receive credit at Sage for prior learning equivalent to CSI 101 "Computer Literacy" (Contact Office of Academic Advisement).
- Transfer in a course equivalent to CSI 101 "Computer Literacy" from some other institution.
- Successfully complete a self-administered challenge procedure (for details consult Program Coordinator) Note that no credit is earned; a waiver is granted.
- Those with extensive experience in the computing field may submit evidence of technical competency to Departmental faculty in requesting a waiver; no credit is earned.

The specific computing competencies are:

- Functional familiarity with GUI Operating System (Windows, Mac OS).
- File/directory manipulations.
- Aptitude using basic Internet services (web browsers, search engines, e-mail).
- Basic MS Office skills.

BACHELOR of SCIENCE in COMPUTER NETWORK & SYSTEMS ADMINISTRATION

The Bachelor of Science degree in Computer Network & System Administration in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Introductory level and general education courses will normally have been completed and transferred in. This program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full semester, in the blended format with 50 percent of the course delivered online, or entirely online.

The goal of this program is to prepare the student to install and support computing systems and networks in virtually any environment. This program prepares the student for immediate employment in the area of computer networks and data communications. Graduates will have developed strong skills in the following areas: client/server networks, applications development, data communications, and website development and support. They will finish with a strong theoretical and conceptual foundation in computing studies and a valuable set of specific skills and capabilities.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 210</td>
<td>Workstation Architecture &amp; Support</td>
<td>3</td>
</tr>
<tr>
<td>CSI 221</td>
<td>LINUX for System Administrators</td>
<td>3</td>
</tr>
<tr>
<td>CSI 226</td>
<td>Computer Science I (Java)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 227</td>
<td>Computer Science II (Java)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 276</td>
<td>Data Communications &amp; Networking I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 285</td>
<td>Data Communications &amp; Networking II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 315</td>
<td>C# Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSI 320</td>
<td>Web Site Administration</td>
<td>3</td>
</tr>
<tr>
<td>CSI 326</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 349</td>
<td>Machine Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 355</td>
<td>Wireless Internet &amp; Mobile Technology</td>
<td>3</td>
</tr>
<tr>
<td>CSI 360</td>
<td>Information Security &amp; Computer Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CSI 401</td>
<td>Network Modeling &amp; Simulation</td>
<td>3</td>
</tr>
<tr>
<td>CSI 430</td>
<td>VoIP Technology</td>
<td>3</td>
</tr>
<tr>
<td>CSI 438</td>
<td>Technology &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>CSI 485</td>
<td>Applied Computer Internship</td>
<td>3</td>
</tr>
<tr>
<td>MAT 209</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
</tbody>
</table>
Criminal Justice is a multidisciplinary field, which draws upon the social and behavioral sciences for much of its content as well as its methodologies. Many graduates of the program move directly into entry-level positions as professionals in the criminal justice system; others choose law school or further study in a range of Master’s and Doctoral degree programs. In recent years, Sage graduates have accepted positions with the U.S. Marshals Office and the Transportation Security Agency (TSA), as well as with state and local law enforcement agencies, specialized courts, correctional facilities, and victim service providers.

The Bachelor of Science degree in Crime and Justice Policy in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe convenient alternatives for completing these courses. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

There are 12 credits of required lower division coursework that students should have completed prior to matriculation in the Crime and Justice Policy program:

- CRM 111 Criminal Justice Functions and Processes
- CRM 311 Criminology
- Two of the following:
  - CRM 226 Penology
  - CRM 227 Policing
  - PSC 210 Courts, Politics, and Justice

Students who have not completed these prerequisites upon admission may make arrangements to complete them in Sage’s Summer program or via an “on-demand” independent study course through Sage Online. Students have the option of carrying a full course load and moving through the program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced seat-time, or entirely online. This makes it possible for an evening student to take as many as four or five courses per semester without spending more than two or three nights a week in a classroom and to accumulate up to 45 semester credits in a year (3 semesters), or 60 credits in as little as 16 months. Highly motivated students can finish their degrees in much less time than it takes in a traditional (30 credit per year) college program.

Upon matriculation into the Crime and Justice Policy program, students complete 18 credits of specified upper division coursework and 9 credits of elective coursework within the major, for a total of 30 credits. Required courses in Research for the Professions and in Statistics prepare students to be informed consumers and producers of social science research. The capstone course sequence, Senior Seminar I and Senior Seminar II, provides a forum for students to demonstrate their abilities to integrate competencies in methodology with substantive knowledge.

### Core Requirements for Crime and Justice Policy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 218</td>
<td>Introduction to Public Policymaking</td>
<td>3</td>
</tr>
<tr>
<td>SCL/PSY 207</td>
<td>Statistics with Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>SCL/PSY 350</td>
<td>Research for the Professions</td>
<td>3</td>
</tr>
<tr>
<td>One of</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 208</td>
<td>Race &amp; Ethnic Relations</td>
<td></td>
</tr>
<tr>
<td>SOC 213</td>
<td>Class, Power, Privilege</td>
<td></td>
</tr>
<tr>
<td>CRM 407</td>
<td>Senior Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>CRM 4xx</td>
<td>Senior Seminar II</td>
<td>3</td>
</tr>
</tbody>
</table>

### 3 Upper-division CRM Electives

9

This may include related courses that are approved by the Program Coordinator.
In addition to those majors offered in the regular College curriculum, students may design an interdisciplinary major to accommodate particular academic interests. The purpose of the interdisciplinary studies program is to allow students the opportunity to create a degree program that incorporates their unique interests and career goals. The interdisciplinary studies major is made up of a combination of courses from two or more disciplines offered by the College (e.g., business and psychology). Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe convenient alternatives for completing these courses.

The proposed interdisciplinary major must specify at least 36 credits total from at least two disciplines. One of the designated disciplines must be drawn from courses required in a currently offered SAW major and must require 18 credits of upper-division courses (e.g., 300-level or higher) as determined by the faculty advisors in the affected programs. Students electing to declare this major must do so before having completed 90 credit hours.

Admission to SAW does not guarantee an interdisciplinary proposal will be accepted. Once admitted to the College, students consult regularly with an academic advisor who assists in designing an educational plan that is right for them. Students are expected to thoroughly research relevant career information to aid in designing an interdisciplinary studies major. Career and employment information will help the student in selecting meaningful courses as major requirements.

Students interested in this program consult with the Director of Academic Advising and then work with the Director and faculty advisors in the affected majors to create a written proposal. This proposal must be approved by a faculty advisor or Program Coordinator in each affected discipline, the Director of Academic Advising and by the Dean of the College. Exceptions to this policy require the Dean’s approval.

The interdisciplinary studies major proposal includes the following components:

- the purpose or rationale of the major
- list of required courses constituting the major (including experiential learning and capstone course)
- total number of credit hours
- required support courses

In addition to the above:

Students must meet all the proposed major requirements, LIFE general education and graduation requirements. (LIFE requirements)

At least 60 of the 120 total credits must be in the liberal arts and sciences.

Total Minimum Credits Required for Graduation: 120 credits

Students interested in designing their own Interdisciplinary Studies major should:

- Originate an idea that needs exploration
- Visit the Office of Academic Advising, talk with an academic advisor, and identify appropriate faculty advisors and program coordinators
- Visit the Career Planning Center to clarify career and employment outcomes
- Work with the faculty advisors to develop the curricula proposal
- Return the completed forms signed by the student and the faculty advisors/program coordinators to the Office of Academic Advising

The Office of Academic Advising will submit the proposal form to the Dean for final approval. If approved, the completed program requirements will be on file in the Registrar’s Office.
Sage is the only institution in the Capital Region that offers a Bachelor of Science in Legal Studies, a degree that is increasingly attractive to paralegals and their employers. The Legal Studies program prepares the student for paralegal employment opportunities in private sector and public sector law, finance, human services, business and industry, and related fields. The program also provides a strong educational base for advanced degrees in law, government, business, criminal justice, or other fields. The curriculum reflects current thinking in the discipline as well as the demands of the marketplace.

Students have access to the latest legal research technology on the campus at the Sage College of Albany library as well as access to the extensive law library at the Albany Law School, located down the block from Sage’s Albany campus. Students will make important professional contacts while in school, through internship opportunities with notable private law firms, governmental agencies, courts, businesses and not-for-profit organizations. The options do not end when they earn their Bachelor’s degree from Sage. They can go to law school to become attorneys or continue their studies at Sage Graduate School.

The Bachelor of Science degree in Legal Studies in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred in.

To best fit the needs of busy students, Sage After Work offers courses in a variety of delivery modes: web-enhanced, in evening and weekend formats, delivered over a full week semester, over a half semester with reduced time in the classroom, or entirely online.

**Legal Studies Major:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 101</td>
<td>3</td>
</tr>
<tr>
<td>LAW 202</td>
<td>3</td>
</tr>
<tr>
<td>LAW 102</td>
<td></td>
</tr>
<tr>
<td>LAW 205</td>
<td></td>
</tr>
<tr>
<td>LAW 206</td>
<td></td>
</tr>
<tr>
<td>LAW 208</td>
<td></td>
</tr>
<tr>
<td>LAW 210</td>
<td></td>
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<tr>
<td>LAW 211</td>
<td></td>
</tr>
<tr>
<td>LAW 212</td>
<td></td>
</tr>
<tr>
<td>LAW 214</td>
<td></td>
</tr>
<tr>
<td>CRM 266</td>
<td></td>
</tr>
<tr>
<td>LAW 209</td>
<td></td>
</tr>
<tr>
<td>LAW 302</td>
<td></td>
</tr>
<tr>
<td>LAW 303</td>
<td></td>
</tr>
<tr>
<td>PSC 339</td>
<td></td>
</tr>
<tr>
<td>PSC 329</td>
<td></td>
</tr>
</tbody>
</table>

* Course must be taken at Sage
LIBERAL STUDIES

BACHELOR of ARTS in LIBERAL STUDIES

Offered through the Creative Studies Program, the Liberal Studies Program is intended to meet the educational needs of working adult learners and to provide opportunities for personal and professional development for returning students. Students who complete this major will demonstrate an ability to understand the questions, methods, and perspectives underlying the Liberal Arts and Sciences; define and solve problems through critical and independent thinking; communicate effectively, and ground their lifelong learning in historical and theoretical contexts.

The Bachelor of Arts degree in Liberal Studies in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a 4-year degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe convenient alternatives for completing these courses. This innovative program provides students with convenient modes of course delivery designed to meet the needs of working adults. Sage After Work provides students with a selection of relevant course topics and formats including evening, weekend, summer, and online.

The program assumes that entering students will have completed a substantial number of undergraduate credits in the areas of emphasis composing this degree, and are interested primarily in a humanities-focused undergraduate major. Students in the Liberal Studies program complete the Liberal Studies Foundation (9 credits), select one emphasis - English, Humanities, or Individual Studies (24 credits) - and complete the College's general education LIFE requirements (27-32 credits outside the major).

Due to the complexity of the options in this program, students must choose the emphasis with care and then regularly consult with an academic advisor before registration to ensure that the courses selected are approved in advance by the Creative Studies Program as satisfying the requirements for the chosen emphasis.

Program Requirements

Liberal Studies Foundation: ............................................ 9 credits
Humanities Seminar III: Language and the Human Experience
6 credits in liberal arts courses

English Emphasis: .................................................. 24 credits
I. Two English literature survey courses ........................................... 6
II. Two English historical approach courses ................................. 6
III. One English cultural approach course .................................... 3
IV. One English theoretical approach course ................................. 3
V. One English elective course ..................................................... 3
(Not counting EGL 101, 102; HUM 111, 112, or 113)
VI. HUM 403 Senior Seminar ................................................... 3

Humanities Emphasis: .................................................. 24 credits
I. ART, PHG course ............................................................. 3
(Designated as Liberal Arts and Sciences)
II. EGL courses ........................................................................ 6
(Not counting EGL 101, 102; HUM 111, 112, 113)
III. Performing arts, foreign language or Humanities ..................... 6
IV. PHL courses ........................................................................ 6
V. Senior Seminar ..................................................................... 3
An independent, integrative project which combines at least two of the disciplines in I, II, III, IV.

Individual Studies Emphasis: ........................................ 24 credits
In consultation with their advisor, students combine studies in Liberal Arts.
Choose option I or II:

I. A combination of two Liberal Arts disciplines .......................... 21
12 credits from one discipline and 9 credits from a second

II. A combination of three Liberal Arts disciplines ..................... 21
9 credits from one discipline, 6 credits from a second and 6 credits from a third.
III. Senior Seminar ........................................................................... 3
An independent, integrative project which combines at least two of the Liberal Arts disciplines chosen from I and II.
BACHELOR of SCIENCE (B.S.) in NURSING

The Baccalaureate Degree Program for Registered Nurses is designed to serve working adults who are already Registered Nurses or are eligible candidates for the national examination for licensure as Registered Professional Nurses (NCLEX-RN). The program builds on the registered nurses' knowledge and experience, broadens their horizons in collaborative and contemporary nursing practice and advances their career opportunities. The program is self-paced, flexible and designed to provide students with the opportunity to complete their degree while working. Registered nurses work closely with a nursing advisor to plan the program of study.

The Mission Statement of the Department of Nursing is to provide and promote baccalaureate, graduate, and doctoral nursing education in an environment which emphasizes the development of individuals as professional nurses with a vision of their own power, and a clear sense of self and their professional role. The department endeavors to prepare graduates who are critical thinkers, who utilize, transmit, and develop new knowledge through systematic models of scholarly inquiry, and who demonstrate a commitment to lifelong learning. Preparation for excellence in nursing practice is achieved through the integration of arts and sciences, humanistic concern for the health and well-being of others, and an awareness and appreciation of cultural diversity in a pluralistic society. The Sage Colleges strives to prepare graduates who are assertive and practice client advocates, enabling clients to maximize their own potential. The global and technological context in which the nursing profession continues to evolve is emphasized, with the expectation that our graduates will assume leadership roles as professionals, and citizens in organizations to influence health care delivery, nursing education, and the welfare of society.

Accreditation
The baccalaureate and master's degree programs in nursing at The Sage Colleges are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791, and New York State Education Department.

The Nursing Program is a member agency of the American Association of Colleges of Nursing, the National League for Nursing and the Council of Deans of Nursing of Senior Colleges and Universities in New York State. The Nursing program has been a participant in the John A. Hartford Foundation Baccalaureate Program Partner for dissemination of Best Nursing Practices in Care for Older Adults.

Curriculum
The program requires completion of upper division nursing courses which build on the student's Associate degree nursing courses. The liberal arts courses provide a broader education for students in the changing health care environment. The curriculum contains four undergraduate nursing courses that expand nursing knowledge and experience in contemporary practice, health promotion, community/public health nursing and leadership. The discipline-based elective course provides the flexibility to offer contemporary topics of critical interest to nurses. The two graduate nursing courses provide the core of advanced practice and a basis for early entry into the Master's Degree program. Some of the course work will be web-based.

Degree Requirements
The program is composed of upper-division nursing courses that build upon the student's Associate degree nursing courses. The required liberal arts courses provide a broader education for the student in the changing health care environment. Students entering Sage After Work may transfer up to 90 credit hours toward the bachelor's degree credit requirement. Students must complete a minimum of 30 credits in residence or through the Hudson Mohawk Association, which will comprise required, upper level courses specified by the requirements of his/her program, and three Sage LIFE general education classes as specified by the catalog. All credits earned as a direct requirement of an Associate's Degree with a grade of "C-" or better, are eligible for transfer credit toward a baccalaureate degree at Sage After Work. SAW will accept up to a total of 66 credits earned at a two year college regardless of whether an Associate's Degree was awarded. Not all accepted credits are applicable toward degree requirements. Students should meet with academic advisors to ascertain the applicability of previously acquired credits. Students typically transfer in 36–54 credits of liberal arts credits from their associate degree program or other college programs, with an additional 30 credits of nursing being validated. A minimum of 30 credits must be completed at the Sage, with 60 credits of liberal arts and a total of 120 credits required.

Required Upper Division Nursing Courses: 25

- NSG 331 Contemporary Professional Nursing Practice 4
- NSG 332 Assessment for Health Promotion/Risk Reduction 3
- NSG 402 Community/Public Health Nursing in a Changing World 6
- NSG 404 Leadership in Professional Nursing 3
- NSG 558 Paradigms & Perspectives of Advanced Practice Nursing 3
- NSG 559 Nursing in a Sociopolitical-Environment 3
NSG 448 Selected Topics in Nursing 3

Required Nursing Support Courses:

Science 12
- A&P I & II or
- BIO 208 (Micro) or
- CHM 111/103 or
- PHY or
- PSY 350/ SCL 350 Research for the Professions 3
- ITD 300 or Above 3
  (also meets LIFE Gen Ed requirement)
- Math 110 or Higher (MAT 220, PSY 207) 3
  (also meets LIFE Gen Ed requirement)

Required College LIFE Gen Ed

Humanities 6
- Technology (CSI 150 recommended) 3
- Humanities Seminar II (Eng 101-102) 3

Social Science 6
- Math 110 or Higher (MAT 220, PSY 207) 3
- ITD 300 or Above 3
- Experiential Learning (Nursing Clinical Course) 4

Recommended for Additional Liberal Arts if Needed

SCI 120 (Nutrition) 3
- PSY 101 (Intro to Psychology) 3
- PSY 202 (Human Development) 3
- CHM 111/103 or
- BIO 208 (Micro) 4
- SOC 101 (Intro to Sociology) 3

Sample Full-time Program Plan

First Year

Fall
- NSG 331 Contemporary Professional Nursing Practice 4
- NSG 332 Assessment for Health Promotion/Risk Reduction 3
- LIFE Interdisciplinary Seminar 3
- CHM 111 Chemistry (or summer) 4
- SCI 120 Nutrition Science 3

Spring
- NSG 402 Community/Public Health Nursing in a Changing World 6
- MAT 220 Statistics 3
- Liberal Arts Elective 3
- SCL 350 Research for the Professions 3
- HUM/PHL/EGL/COM/Foreign Language Humanities elective 3

Summer
- BIO 208 Microbiology 4
- CSI 150 Advanced Computer Literacy 3

Second Year
Fall
NSG 558 Paradigms and Perspective of Advanced Practice Nursing 3
Humanities elective 3
Liberal Arts electives 6
NSG 448 Selected Topics in Nursing (or elective graduate nursing course) 3

Spring
NSG 404 Leadership in Professional Nursing 3
NSG 559 Nursing in a Sociopolitical- Environment 3

Summer
Remaining liberal arts courses not transferred in

Note: In associate nursing programs, the student often completes chemistry or microbiology, but not usually both sciences. Typically, students transfer in credits for anatomy & physiology I & II, chemistry or microbiology, psychology 101, psychology 202/203, sociology 101, English 101, and might have computer literacy, nutrition and humanities courses.

For RN students who transfer 90 credits that meet BOTH THE REQUIRED NURSING SUPPORT COURSES AND THE REQUIRED COLLEGE LIFE GENERAL EDUCATION COURSES OUTLINED IN THE DEGREE REQUIREMENTS.
The 30 credits of coursework needed are as follows:

Sample Plan for 90 Credits Transfer Students

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 331</td>
<td>4</td>
<td>NSG 402</td>
<td>6</td>
</tr>
<tr>
<td>NSG 332</td>
<td>3</td>
<td>ITD 300 or Above</td>
<td>3</td>
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<tr>
<td>Fall</td>
<td></td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>NSG 558</td>
<td>3</td>
<td>NSG 559</td>
<td>3</td>
</tr>
<tr>
<td>NSG 448</td>
<td>3</td>
<td>NSG 404</td>
<td>3</td>
</tr>
</tbody>
</table>

Accelerated 90 Credit Transfer Students:

Students who are able to transfer in 90 credits may be able to work with their advisor to develop an individualized accelerated program.

Clinical Placements
Students are responsible for providing their own transportation for clinical experiences, and are required to carry liability insurance and have a current physical examination, including immunizations and titers. Hepatitis B immunization is required prior to the clinical experience. Documentation of health clearance is required. Cardiopulmonary resuscitation (CPR) certification is required of all students before entering a clinical experience. A $40.00 fine will be assessed for students who do not have health clearance information received in the Nursing Department on a timely basis. Students must meet the requirements of the clinical during the course.

BS/MS Program
The BS/MS program is an early entrance into the MS program offered at Sage Graduate School. This program has been developed to meet the needs of students and clinical agencies in the northeast region. The program provides a sequence of courses to: 1) facilitate the progress of registered nurses who wish to obtain both a baccalaureate and a master's degree in nursing, and 2) increase the number of nurses who are prepared in advanced practice to help meet societal needs. A major advantage of this program is the application of up to 12 credits toward both degree requirements. Qualified students can obtain the MS degree in a shorter period of time. Candidates for the BS/MS program must have and maintain a 2.75 GPA in all undergraduate coursework and a 3.0 GPA in graduate work. Application to the BS/MS program is accomplished through the Sage Graduate School after successful completion of specified course work and upon recommendation of faculty of the Nursing Department. Evaluation for continuation in the program will occur after the completion of each semester of coursework.
Academic Standards

Student progress in the program is reviewed at the end of each semester by the program’s Academic Standards Committee. Appeals of decisions by the Academic Standards Committee may be made by submitting a written petition to the Coordinator of the BS program. The Nursing GPA includes all nursing and required support courses. Nursing requires the following academic standard:

For all students the overall cumulative grade point average (GPA) must meet the college standards. Nursing students must also have a nursing cumulative GPA of 2.75 by the completion of 300-level nursing courses and for all subsequent semesters, and a grade of "C-" or better in all nursing courses. A student whose nursing cumulative GPA is below a 2.75 after completion of 300-level nursing courses will be reviewed by the Nursing Program’s Academic Standards Committee and will be placed on probation in the nursing major for the next semester. Policies related to Academic Standards, such as probation, dismissal and readmission, and the Code of Conduct, can be found in the Nursing Department student handbook.

For additional information, call the Nursing Program at (518)-244-2231 and/or write: Department of Nursing, The Sage Colleges, 45 Ferry Street, Troy, New York 12180 or 140 New Scotland Avenue, Albany, New York 12208 (e-mail: nursing@sage.edu).
B.S. and Certificate Program in Professional Writing

A certificate or B.S. in Professional Writing will prepare the eager student for success in the competitive and enriching field of writing. This is an accelerated program for working adults and transfer students who want to fast-track their professional writing careers as:

- Copy Editors
- Copy Writers
- Editors
- Freelance Writers
- Grant Writers
- New Media Specialists
- Technical Writers
- Web Content Managers

Sage offers students a practical and theoretical approach to writing in professional fields such as:

- Advertising
- Business
- Communications
- Health
- Law
- Marketing
- Publishing
- Science

The curriculum has been designed by the departments of English and Modern Languages and Communications and Information Design at Sage, and features an innovative and intensive course delivery mode that accelerates your degree completion.

Core requirements can be completed through a combination of:

- 7-week modules
- Blended classes (partially online)
- Fully Online
- Summer Session

This exciting program prepares students to:

- Understand the role of writing and communication in professional organizations
- Understand advanced writing and editing techniques
- Gain advanced skills in proper grammar, sentence structure, and the effective organization of ideas
- Be familiar with current technology for writing in collaborative and Web-based environments.
- Be familiar with writing in new media environments
- Understand how to write in teams and to prepare for collaborative presentations
- Develop an electronic portfolio of your writing

Admission Requirements

Students must enter the program with a minimum of 40 credits or an associate’s degree.

We will accept:

- up to 66 credits from a two-year school
- up to 90 credits from an accredited four-year institution (for a maximum total of 90 credits)

Additional requirements:

- 2.5 GPA in previous writing courses
- 6-8 page writing sample
- Certificate only: previously awarded B.S., B.A. or a completed associate’s degree

B.S. in Professional Writing

Sample Program (with 60 transfer credits):

Year 1
<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGL/COM 303 Writing for the Professions</td>
<td>EGL/COM 335 Advanced Technical Writing</td>
</tr>
<tr>
<td>COM-104 Oral Communication</td>
<td>BUS-204 Marketing</td>
</tr>
<tr>
<td>EGL/COM 350 Writing and Presentations</td>
<td>EGL/COM 355 Advanced Editing</td>
</tr>
<tr>
<td>EGL-235 Intro to Technical Writing</td>
<td>Humanities Seminar II (HUM 112)</td>
</tr>
<tr>
<td>CSI 150 Technology Competency</td>
<td>Interdisciplinary Seminar (ITD 348)</td>
</tr>
<tr>
<td><strong>Total Semester</strong> 15</td>
<td><strong>Total Semester</strong> 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session I</th>
<th>Summer Session II</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGL 360 Proposal, Prospectus, and Grant Writing</td>
<td>General Education (Humanities)</td>
</tr>
<tr>
<td>General Education (Science)</td>
<td>General Education (Science)</td>
</tr>
<tr>
<td>General Education (Social Sciences)</td>
<td><strong>Total Summer I &amp; II 15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BUS-304 Advertising and Promotion</td>
<td></td>
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<tr>
<td>IFD-301 Publishing to Multiple Platforms</td>
<td></td>
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<tr>
<td>EGL405-Senior Seminar or COM 405 Internship</td>
<td></td>
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<tr>
<td>General Education (Humanities)</td>
<td></td>
</tr>
<tr>
<td>General Education (Social Sciences)</td>
<td><strong>Total Semester</strong> 15</td>
</tr>
<tr>
<td><strong>Total Requirements</strong> 60</td>
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</tr>
</tbody>
</table>

Total Credits Required for the B.S: 120

Certificate Requirements

- Writing in the Professions 3
- Writing and Presentations 3
- Intro to Technical Writing 3
- Advanced Technical Writing 3
- Advanced Editing 3
- Publishing to Multiple Platforms 3
Proposal, Prospectus and Grant Writing 3

Total Credits 21
In this rapidly changing world increasingly dominated by technology, the study of human behavior is essential. It is important to learn those factors that contribute to a happy and well-adjusted life, that foster positive development in children, and that lead to successful coping with stress. In addition, we need to know how to respond, to react, and to adjust to each other. Sage offers adult working students the only evening program in psychology within the Capital Region.

The Bachelor of Science degree in Psychology in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe convenient alternatives for completing these courses. This innovative program provides students with flexible modes of delivery designed to meet the needs of working adults.

Students have the option of carrying a full course load and moving through the program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full week semester, over a half semester with reduced time in the classroom, or entirely online.

The psychology program offers theoretical and applied courses geared to the understanding of human behavior. The program is designed to enhance analytical reasoning and critical thinking skills necessary for the work world or for entry into graduate study and aims, specifically, at the following learning outcomes: Upon completing this program, students will

- Show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Understand and be able to use basic research methods in psychology, including design, data analysis and interpretation.
- Understand and generate applications of psychology to personal, social, and organizational issues.
- Reflect the characteristic values of those who have been trained in the science of psychology.
- Emerge from the major with realistic ideas about how to pursue careers in psychology and related fields.
- Demonstrate information competence and the ability to use computers and other technology for many purposes.
- Respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solving problems.
- Recognize, understand and respect the complexity of socio-cultural diversity.
- Be able to communicate effectively.
- Understand themselves and others in socio-cultural contexts and develop interpersonal skills for interacting with others in diverse settings.

Core Courses:

Major Requirements ................................................................. 40

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101 Introduction to Psychology*</td>
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<tr>
<td>PSY 202 Lifespan Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 308 Abnormal Psychology</td>
<td>3</td>
<td></td>
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<tr>
<td>PSY 319 Group Dynamics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 375 Proseminar: Personal Pathways in Psychology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PSY 425 Great Ideas in Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 405 Senior Seminar</td>
<td>3</td>
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</tbody>
</table>

Bases of Inquiry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 207 Statistics with Computer Applications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 353 Research Design in Psychology</td>
<td>3</td>
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</tbody>
</table>

Interactions with the Environment, Self and Others:

Select 2 courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 301 Social Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 327 Environmental Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 406 Theories of Personality</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Applications of Psychology:
Select 3 courses

PSY 304 Counseling 3
PSY 305 The Psychology of Persuasion and Influence 3
PSY 326 Health Psychology 3
PSY 339 Psychology and the Law 3
PSY 417 Motivation in the Workplace 3

* This introductory course is not normally offered during Fall or Spring terms. Students needing this course should consult the Sage College summer schedule.

or a Sage After Work advisor.
SOCIAL STUDIES

BACHELOR of SCIENCE in
SOCIAL STUDIES

The Bachelor of Science degree in Social Studies in Sage After Work includes a common core of social science courses and three tracks in international studies, sociology and United States history/politics. The major consists of 36 credits, with an 18-credit core providing a foundation in the social sciences/humanities and basic analytical tools, and an 18-credit track providing depth in one area of social studies. Students considering a career in teaching might find this program particularly attractive.

Social Studies is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe convenient alternatives for completing these courses. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced class-time, or entirely online.

We welcome students who want to learn about the mysteries of the human condition, who want to get a better understanding of social structures and social processes, who desire an appreciation of the practice of politics, who want to know about societies in other parts of the world, and who appreciate that the past is prologue and deepens our understanding of the human condition. A major in social studies requires a commitment to disciplined learning, intellectual integrity, and curiosity about the human condition.

Social Studies Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECO 201 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 106 History of the US II</td>
<td>3</td>
</tr>
<tr>
<td>PHL 216 Contemporary Ethical Problems</td>
<td>3</td>
</tr>
<tr>
<td>PSC 101 U.S. Government</td>
<td>3</td>
</tr>
<tr>
<td>SCL 101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ECO 215 Statistics for Decision Making</td>
<td>3</td>
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</table>

Sociology Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SCL 350 Research for the Professions</td>
<td>3</td>
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<tr>
<td></td>
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<tr>
<td>Four of the following:</td>
<td>12</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>SCL 252 Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>CRM/SCL 111 Criminal Justice Functions &amp; Processes</td>
<td></td>
</tr>
<tr>
<td>SCL 206 Sociology of the Family</td>
<td></td>
</tr>
<tr>
<td>SCL 208 Race and Ethnic Relations</td>
<td></td>
</tr>
<tr>
<td>SCL 209 Gender and Sexuality</td>
<td></td>
</tr>
<tr>
<td>SCL 210 Peoples and Culture of Africa</td>
<td></td>
</tr>
</tbody>
</table>
SCL 212 Juvenile Delinquency

SCL 213 Class, Power and Privilege

SCL 310 Victims and Their Experiences

SCL 309 Sociology of Mental Illness

SCL/CRM 311 Criminology

SCL/CRM/ST 319 Women and the Law

SCL 102 Social Problems

SCL 405 Sociology Seminar/Senior Seminar

International Studies Track ............................................... 18
Select two of the following .................................................. 6
   SCL 252 Cultural Anthropology
   ECO/PSC 310 Comparative Political Economy
   ECO 313 Economic Development
   ECO 318 Economies in Transition
   ECO 404 International Trade & Finance
   ECO 348 Topics in Global Studies
   HIS/PSC 115 Intro to International Relations
   HIS 305 Women in Developing Countries
   HIS 309 20th Century World
   PSC 336 American Foreign Policy
   SCL 208 Race & Ethnic Relations

Area Studies
Select three approved social science courses from at least two of the following geographic areas for 9 credits

   Group 1 – East Asia
       Courses related to East Africa, China, Japan or the Pacific Rim
   Group 2 – South Asia, Middle East, Africa
       Courses related to Africa, South and Southeast Asia, and the Middle East
   Group 3 – The Americas
       Courses related to Latin America
   Group 4 – Europe
       Courses related to Europe, including Russia
   ECO 405 Global Policy Seminar ......................................... 3

United States History and Politics ....................................... 18
Track
   U.S. History (HIS 105 recommended) ......................... 6
   U.S. Political Science ................................................. 6
   History/Political Science ............................................ 3
   HIS/PSC 401 Seminar .................................................. 3
Certificate in Computing Business Applications

This Certificate provides an initial exposure and overview of computing business applications (21 credit hours).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI101</td>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI125</td>
<td>Intro to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSI126</td>
<td>Intro to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CSI150</td>
<td>Advanced Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI261</td>
<td>VB.NET</td>
<td>3</td>
</tr>
<tr>
<td>CSI265</td>
<td>Database Applications I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 415</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
</tbody>
</table>
Certificate in Computing Network Support

This Certificate offers introduction in computer networks and data communications. (18 credit hours).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI101</td>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI125</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
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<tr>
<td>CSI126</td>
<td>Introduction to Computer Science II</td>
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<td>CSI241</td>
<td>Introduction to UNIX</td>
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<tr>
<td>CSI276</td>
<td>Data Communications &amp; Networking I</td>
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<tr>
<td>CSI285</td>
<td>Data Communications &amp; Networking II</td>
<td>3</td>
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</table>
Pre-Medical Studies

Post-Baccalaureate Certificate

This intensive program of study is for highly-motivated individuals who are interested in pursuing a career in medicine including DO/MD, physician assistant, or veterinarian. Your course of study will be individualized to meet your career goals.

Criteria for admission:
- BS or BA from an accredited college or university
- Undergrad GPA of 3.0 or higher
- Statement of goals
- Two letters of recommendation
- Interview with the program coordinator

Your course of study depends on your career goals and your undergraduate or graduate course work. This is not an MCAT preparation program. For example, MD schools usually require 8 credits each of General Biology, General Chemistry, Organic Chemistry, and Physics. Some MD schools also require Calculus and others require genetics and microbiology. Medical schools usually expect prerequisite courses to have been completed within 5 years prior to application. Many physician assistant schools require anatomy and physiology and statistics.

You can complete this program in one year or in two years.

**ONE YEAR**

**Summer I**
- MD/DO and PA 8 credits
- General Chemistry I CHM 111
- Foundations in Biology I BIO 104

**Summer II**
- MD/DO and PA 8 credits
- General Chemistry II CHM 112
- Foundations in Biology II BIO 105

**Fall**
- MD/DO 9 credits
- General Physics I PHY 101
- Organic Chemistry I CHM 201
- PA 9 credits
- Anatomy & Physiology I BIO 201
- Organic Chemistry I CHM 201

**Spring**
- MD/DO 9 credits
- General Physics II PHY 102
- Organic Chemistry II CHM 202
- MCAT Prep/Application
- PA 8 credits
- Anatomy & Physiology II BIO 202
- Microbiology BIO 208
- GRE Prep/Application

**TWO YEARS**

**Fall I**
- MD/DO and PA 8 credits
- General Chemistry I CHM 111
- Foundations in Biology I BIO 104

**Spring I**
- MD/DO and PA 8 credits
- General Chemistry II CHM 112
- Foundations in Biology II BIO 105

**Fall II**
- MD/DO 9 credits
- General Physics I PHY 101
- Organic Chemistry I CHM 201
- PA 9 credits
- Anatomy & Physiology I BIO 201
- Organic Chemistry I CHM 201

**Spring II**
- MD/DO 9 credits
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
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<tbody>
<tr>
<td>General Physics II</td>
<td>PHY 102</td>
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<tr>
<td>Organic Chemistry II</td>
<td>CHM 202</td>
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<tr>
<td>MCAT Prep/Application</td>
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<td>PA</td>
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<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 202</td>
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<tr>
<td>Microbiology</td>
<td>BIO 208</td>
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<tr>
<td>GRE Prep/Application</td>
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<tr>
<td>PA</td>
<td>8 credits</td>
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</table>
B.S. and Certificate Program in Professional Writing

A certificate or B.S. in Professional Writing will prepare the student for success in the competitive and enriching field of writing. This is an accelerated program for working adults and transfer students who want to fast-track their professional writing careers as:

- Copy Editors
- Copy Writers
- Editors
- Freelance Writers
- Grant Writers
- New Media Specialists
- Technical Writers
- Web Content Managers

Sage offers students a practical and theoretical approach to writing in professional fields such as:

- Advertising
- Business
- Communications
- Health
- Law
- Marketing
- Publishing
- Science

The curriculum has been designed by the departments of English and Modern Languages and Communications and Information Design at Sage, and features an innovative and intensive course delivery mode that accelerates your degree completion.

Core requirements can be completed in:

- 7-week modules
- Blended classes (partially online)
- Fully Online
- Summer Session

This exciting program prepares students to:

- Understand the role of writing and communication in professional organizations
- Understand advanced writing and editing techniques
- Gain advanced skills in proper grammar, sentence structure, and the effective organization of ideas
- Be familiar with current technology for writing in collaborative and Web-based environments.
- Be familiar with writing in new media environments
- Understand how to write in teams and to prepare for collaborative presentations
- Develop an electronic portfolio of your writing

Admission Requirements

Students must enter the program with a minimum of 40 credits or an associate’s degree.

We will accept:

- up to 66 credits from a two-year school
- up to 90 credits from an accredited four-year institution (for a maximum total of 90 credits)

Additional requirements:

- 2.5 GPA in previous writing courses
- 6-8 page writing sample
- Certificate only: B.S., B.A. or a completed associate’s degree

B.S. in Professional Writing

Sample Program (with 60 transfer credits):

Year 1
Fall
EGL/COM 303 Writing for the Professions 3
COM-104 Oral Communication 3
EGL/COM 350 Writing and Presentations 3
EGL-235 Intro to Technical Writing 3
CSI 150 Technology Competency 3
Total Semester 15

Spring
EGL/COM 335 Advanced Technical Writing 3
BUS-204 Marketing 3
EGL/COM 355 Advanced Editing 3
Humanities Seminar II (HUM 112) 3
Interdisciplinary Seminar (ITD 348) 3
Total Semester 15

Summer Session I
EGL 360 Proposal, Prospectus, and Grant Writing 3
General Education (Science) 3
General Education (Social Sciences) 3

Summer Session II
General Education (Humanities) 3
General Education (Science) 3
Total Summer I & II 15

Year 2

Fall
BUS-304 Advertising and Promotion 3
IFD-301 Publishing to Multiple Platforms 3
EGL405-Senior Seminar
or COM 405 Internship
General Education (Humanities) 3
General Education (Social Sciences) 3
Total Semester 15

Total Requirements 60

Total Credits Required for the B.S: 120

Certificate Requirements

Writing in the Professions 3
Writing and Presentations 3
Intro to Technical Writing 3
Advanced Technical Writing 3
Advanced Editing 3
Publishing to Multiple Platforms 3
Proposal, Prospectus and Grant Writing 3

Total Credits 21
Certificate in Web Site Design and Administration

This Certificate provides students with the tools to create and maintain web sites (21 credit hours).

- CSI 101 Computer Literacy 3
- CSI 125 Intro to Computer Science I 3
- CSI 126 Intro to Computer Science II 3
- CSI 241 Introduction to UNIX 3
- CSI 261 VB.NET 3
- CSI 263 Web Site Development 3
- CSI 320 Web Site Administration 3
Course Descriptions

ACC-203 Intermediate Accounting I
This course examines established financial accounting topics as well as recent developments in reporting practices. Topics on asset measurement and income determination are examined using case studies, computerized spreadsheet applications, problems and writing assignments.

ACC-204 Intermediate Accounting II
Financial reporting for the valuation of liabilities, investments, stockholders' equity, retained earnings and leases. The course includes current concepts in accounting theory. Course topics are developed through computerized spreadsheet applications, problems, and writing assignments. Prerequisite: ACC 203

ACC-207 Acctg Information Systems
This course provides a basis for understanding, developing, evaluating and using practical accounting information systems. The importance of accounting controls is emphasized as well as the technical tools used by accountants. Students review and build on accounting cycles and applications through a computerized project. Prerequisite: ACC-101

ACC-210 Individual Taxation
A basic course dealing with the Internal Revenue Code and its applications to individual federal taxation issues. Students use the Code, Rulings and Regulations to explore a variety of taxation questions. Actual tax forms are prepared using both manual and computerized systems. A tax software package is used. Prerequisite: ACC 101

ACC-301 Advanced Accounting I
This course includes advanced financial accounting topics in business combinations and consolidations, international accounting partnerships, and corporate reorganizations and liquidations. Prerequisite: ACC 204

ACC-303 Gov't & Non-Profit Accounting
The study of fund accounting concepts and the application of those concepts as related to governmental entities, universities and schools, healthcare institutions and other nonprofit entities. Financial statement will be prepared and analyzed. Prerequisite: ACC 204

ACC-327 Internship in Accounting
A supervised learning work experience in the field of accounting. Internships are arranged through the departmental internship coordinator.

ACC-401 Auditing
A study of auditing theory, and procedures including the scope and limitations of an audit; methods of verification and analysis; examination of audit data; and preparation of working papers, reports, and opinions. The course also addresses audit ethics, the legal environment of the profession and current issues confronting auditors and their clients. Prerequisite: ACC 101

ASL-101 American Sign Language
This course introduces the beginning student to interpreting and signing American Sign Language (ASL), the language most widely used by the deaf community in the United States. Within the context of sign language as a language, students will learn basic signs and grammar in a receptive and expressive format. Students will focus on the production and comprehension of vocabulary, numbers, and the manual alphabet. (Please note that this is not a course in finger spelling or Perfectly Signed English as such.) Students will also begin to learn about aspects of the deaf culture in the United States and in selected foreign countries. Three hours weekly, plus tutorial. Note: Students with prior ASL cannot be admitted to ASL 101, except by special permission of the instructor/department. Prerequisite: No previous experience in ASL required.

BIO-104 Foundations of Biology I
How do organisms survive in an ever-changing world? How can the smallest units of life carry out the dynamic functions of reproduction, transport, and development? The answers to these questions and others will be explored during this course. Students will gain an understanding of the basic biology of cells, and how the cells combine into specific forms with particular functions to create organisms that are fit for survival. Credit cannot be earned for both BIO 101 and BIO 104. Prerequisite: Satisfactory high school preparation.

BIO-105 Foundations of Biology II
Adaptive physiology and homeostatic regulation of a diverse range of living systems will be explored from a systematic approach. The continuity of biological phenomena and its maintenance will be viewed at the molecular and genetic level of understanding. These subjects provide a fundamental background necessary for advanced study in genetics, physiology, and molecular biology. Credit cannot be earned for both BIO 102 and BIO 105.

BIO-130 Environmental Biology
Designed for the student with little or no background in biology, the course includes a study of ecology and population dynamic, with an emphasis on the population explosion, resource use and misuse, and pollution issues. Field experiences will be included.
BIO-202  Anatomy & Physiology II
First term: Students will investigate the structure and function of the cell, the skeletal and neuromuscular systems, and the
proprioceptive and reticular activating systems relative to sensation, perception, and movement. Second term: Studies of the blood,
circulatory, digestive, endocrine, respiratory, reproductive, and urinary systems will be included. Laboratory work will include
experiments on animals and animal tissue and exercises with human subjects. Prerequisite: BIO 201
Take BIO-201;

BIO-208  Microbiology
This is an introduction to the principles and techniques of microbiology including a brief study of infectious diseases, the host defense
mechanisms, sanitation, and the microbiology of water, foods, and soil. Laboratory. A college course in biology or chemistry is
recommended.
Take 1 courses; From Departments BIO CHM;

BUS-204  Principles of Marketing
This course is designed to give the student a comprehensive look at the field of marketing. The course adopts a managerial focus as
it covers topics such as the marketing concept, segmenting, targeting, positioning, and how the effective manager uses the marketing
mix (product, price, place and promotion) to gain and hold the customers.

BUS-205  Principles of Management
The primary objective of this course is to provide a comprehensive introduction to the field of management and to the context of
actual management practice. The course is organized around the functions of management; planning, leading, organizing, and
controlling. The course is a primer for students of any field who are interested in the practice of management and studying
contemporary management issues.

BUS-208  Mathematics for Management
This course is the first of a two-semester sequence that prepares students to use math as a decision-making tool in management and
finance. This first semester focuses on building appropriate math skills and methods of solving problems in management applications.
Topics covered include algebra, sets, probability, ratio applications, statistical methods, simple interest, bank discount and negotiable
instruments.

BUS-209  Mathematics for Finance
This course prepares students to use mathematics as a decision-making tool in business and prepares students for further work in
financial management. Topics covered include a review of basic mathematical concepts and techniques: basic algebra, percents,
ratios and proportions, statistics, simple interest, compound interest, present value, annuities, sinking funds, amortization, and stock
and bond transactions. Students will resolve problems using equations and tables. Calculators will be used throughout.

BUS-212  Business Law I
This course presents to the student a comprehensive view of contracts with an emphasis on understanding the rationale behind laws
that affect business practice and the application of law to specific business situations. Topics to be covered include the nature and
classification of contracts, agreement and consideration, capacity and legality, genuineness of assent, the statute of frauds, third party
right's and discharge, breach of contract and remedies, sales contracts, title and risk of loss, performance and warranties. (Also LAW
205)

BUS-213  Business Law II
(Also LAW 206) This course will cover topics in the areas of commercial transactions and business structures, and the more
specialized areas of consumer law, anti-trust, and real property. Topics to be covered include commercial paper, secured transactions,
bankruptcy, agency, partnerships, corporations, anti-trust, consumer law, personal property and bailment's, real property, and wills
and trusts. Prerequisite: BUS-212 or LAW-205.
Take BUS-212 or LAW-205;

BUS-304  Advertising and Promotion
A course in the planning, creation, and use of advertising for those who may be called upon to make advertising decisions. Includes
historic, economic, and ethical aspects of advertising and sales promotion; coordination with the marketing system; creation of printed
and broadcast advertising; use of media; strategy campaigns; and coordination with other phases of sales promotion such as point-
of-purchase and special promotion devices. The students in the class develop a real-world advertising campaign.

BUS-307  Business Ethics
This course introduces the student to the ethical concepts that are relevant to resolving moral issues in business, imparts the
reasoning and analytical skills needed to apply ethical concepts to business decisions, identifies the moral issues involved in the
management of specific problem areas in business, and provides an understanding of the social and natural environments within
which moral issues in business arise. Specific issues discussed in class may include affirmative action, discrimination, workers' rights,
whistle blowing, truth in advertising, environmental protection, obligations in accounting and finance, multinationals, and other
relevant issues.

BUS-311  Entrepreneurship
The course prepares students to start up their own small business. The following topics will be addressed: company strategy, marketing the small business, products and services, sales promotions, financing, risk management, location, fixtures and equipment, relations with suppliers, and other related topics. Emphasis will be placed upon the preparation of an actual business plan.

**BUS-324 Business Strategy I**
This course examines a series of business situations with an approach designed to integrate the student's previous business courses in management, marketing, accounting, and business law in order to determine the strategy a firm should follow to insure its long-term survival. This course serves as a keystone to link the associate degree with the bachelor degree. Prerequisite: BUS 204, BUS 205.
Take BUS-204 BUS-205;

**BUS-325 Financial Management I**
This is the basic first course in Finance. It covers the introductory material in this business discipline: the goals and functions of financial management, financial analysis and planning, working capital management, and the capital budgeting process. Prerequisite: ACC 201, ACC 202
Take ACC-201 ACC-202;

**BUS-327 Exper Learning in Business**
Experiential-based learning business opportunities may include a combination of job shadowing, internship, externship, community service projects, scholarly research in business, and other learning opportunities that match student readiness and facilitate outcome attainment.

**BUS-330 Play and Work**
All work and no play makes Jack a dull boy, the old adage goes. But where does work end and play begin? What is the proper balance between them? This course is for students who have or have had careers and who wish to examine these and related questions about play and work. The class will consist of discussion of assigned readings as we think together about the economic, social, personal and spiritual dimensions of play and work. This course satisfies the LIFE Experiential Learning requirement for Business Administration majors.

**BUS-335 Management Information Systems**
Focusing on the role of managers within an organization, this course emphasizes the development of computer-based Information Systems to support an organization's objectives and strategic plans. The course includes core concepts and hands-on application projects to illustrate the strategic role of information systems in an organization. Pre-requisite: BUS 205.
Take BUS-205;

**BUS-424 Business Strategy II**
Strategic planning demands an integrated approach by all members of the business organization. The course examines in-depth a series of complex business cases to determine in each instance the strategy the firm should follow to insure its long-term survival. This course is intended primarily for senior department majors. Prerequisite: BUS 304, BUS 308 and BUS 325.
Take BUS-304 BUS-308 BUS-325;

**CHM-111 General Chemistry I**
The basic principles of chemistry are covered as they relate to stoichiometry, atomic structure, bonding, states of matter, and solutions. Required of science majors. High school level algebra required. High school level chemistry recommended. No credit will be awarded if student has received credit for CHM 103.

**CHM-112 General Chemistry II**
This course is a continuation of General Chemistry I, treating rates of reaction, thermodynamics, oxidation-reduction, coordination compounds, nuclear chemistry, and other selected topics. Prerequisite: CHM-111 or CHM-103.
Take CHM-111 or CHM-103;

**CHM-201 Organic Chemistry I**
This course concentrates on the major classes of organic compounds, with emphasis on synthetic methods and mechanisms of reactions. The laboratory focuses on organic techniques and preparation of organic compounds. The course is designed for science majors, including premedical students. Prerequisite: CHM-103 or CHM-111.
Take CHM-103 or CHM-111;

**CHM-202 Organic Chemistry II**
A continuation of the study of organic compounds with the laboratory emphasis on synthesis and structure determination using instrumental techniques. Prerequisite: CHM-201.
Take CHM-201 CHM-201L;

**COM-104 Public Speaking & Presentations**
A study in the fundamental principles of public speaking with emphasis upon organization and presentation. The course includes practice in preparing outlines and presenting extemporaneously a series of expository and persuasive speeches.
COM-251 Interpersonal Communications
The focus is on human interaction, not on platform speaking. Communication is multi-level and it goes on (a) within us as interpersonal communication and (b) with others as interpersonal communication. The goal is to learn more effective communication techniques to avoid misunderstandings and conflicts.

COM-355 Advanced Editing
This course provides an intensive emphasis on grammar, style and sentence construction.

CRM-212 Juvenile Delinquency
This examination of juvenile delinquency in the United States includes the nature of delinquency, factors associated with delinquency, and the major theoretical perspectives. Characteristic of the juvenile justice system are also explored.

CRM-266 Criminal Law
An in-depth look at criminal procedure law focusing on constitutional issues arising from the Fourth, Fifth, and Sixth Amendments. Particular topics include arrest and arraignment, grand jury proceedings, the right to counsel, search and seizure, and trial strategies.

CRM-301 Drugs and Crime
Drugs and crime is a special topics course that covers the controversial nature of licit and illicit substances and their impact on individuals and society. The course includes a discussion of the history of drugs and drug users, the correlation between drugs, violence, and crime, drugs as a public health issue, the art on drugs, and other drug policy issues.

CRM-311 Criminology
An in-depth examination of sociological, bio-logical, and psychological theories of adult and juvenile criminal behavior. Also discussed is the incidence of crimes. Prerequisite: CRM-111 or SCL-101.

CRM-325 Restorative Justice
This course is an introduction to the restorative justice paradigm, which emphasizes the restoration and healing of relationships affected by crime, offender accountability for the harm cause, and the empowerment of victims and communities in responding to crime and justice. The course will compare and contrast a restorative justice model with the dominant retributive/punitive model of justice and explore the roles, experiences, and needs of key stakeholders in both models. Established and emerging practices and programs of restorative justice will be examined.

CRM-348 Special Topic: Liberal Arts
Contemporary Issues in criminal justice are examined. Students may enroll in this course more than once as topics change.

CRM-352 Crime & Justice Policy
Examination of economic, political, and social factors affecting operation of the criminal justice system. Planning models and planning process techniques, together with the process of implanting organizational change, will be studied along with the role of the planner as a change agent. Prerequisites: CRM-111; junior or senior standing.

# Take 54 credits; # Take CRM-111;

CRM-407 Sr Sem Crime/Justice Policy I
In this first capstone seminar, students will integrate knowledge of research methodology, statistical applications, and disciplinary content to read, understand, and evaluate research in academic journals. Students will build upon their knowledge and use of SPSS, a statistical analysis software package. Students will analyze a criminal justice problem of their choice by creating a literature review as their final project. Prerequisite: SCL-207 or PSY-207, SCL-350, and 87 credits.

# Take SCL-207 or PSY-207; # Take SCL-350; # Take 87 credits;

CRM-409 Sr Sem Crime/Justice Pol II
In this second capstone seminar, students will learn the process of implementing organizational change including setting goals and objectives, designing a new policy, project, or program, and creating an action plan. Students will also examine the role of the planner as a change agent in this process. As a final project, students will create a new policy, project, or program to address the problem they analyzed in Senior Seminar I. Prerequisite: CRM 407

Take CRM-407;

CRM-427 Internship
Students will be placed in local criminal justice agencies for 50 hours of actual field experience. Written reports documenting an understanding of agency history, organization, and operation are an integral part of the experience. Prerequisite: Junior or Senior standing. 54 Credits.

Take 54 credits;

CSI-150 Advanced Computer Literacy
An advanced course in computer applications using a graphical user interface (MS Office). Advanced topics covered include word processing, spreadsheets, graphics, database management, presentation graphics, and web page design application software. This course will assist the student in preparing for MOUS core-level certification.

CSI-210 Workstation Arch/Support
This course covers the theory of the components that make up a PC workstation, including network connectivity. As part of the course, a complete PC will be built from parts. Operating Systems (such as Windows) will be installed and configured, with a network interface. Various systems files will be looked at, including the Windows Registry. Application, virus protection software programs will be installed and configured. Students will research a topic in technology and provide a presentation to the class; and write a term paper describing an upgrade strategy for a given PC configuration. This course will assist the student in preparing for the A+ Certification Exams.

CSI-215 Systems Analysis and Design
This course reviews and applies the life cycle of systems development methodologies including intial investigation, feasibility studies, systems analysis, systems design, technical design program specifications, and implementation planning. Students will be required to prepare both written and oral presentationon systems under development and also to document systems development projects on a cumulative basis. Methodologies to be covered include problem definition, data collection, definition of new systems requirements, algorithm development, systems flowcharting, structure charts, Warnier-Orr diagrams, and pseudocode. Attention will also be given to appreciation of distributed processing concerns and consideration, including network systems involving mainframes, minicomputers, and microcomputers. Prerequisite: CSI 101 and CSI 125.

Take CSI-150;

CSI-221 Linux for Network Admin
Introduction to LINUX system management giving a thorough grounding in the essential LINUX operating model. Students gain hands-on experience in installing and configuring system and application software, setting up and using LINUX-based network resources, and establishing a working environment that is convenient for users. Methods for increasing productivity using automation and scripting are explored.

CSI-226 Object Oriented Design
The first half of a two semester introduction for computer science majors focusing on the concepts of object-oriented design and programming; including classes, objects, and basic program control statements. Using the programming language, Java, students are introduced to principles of software design and coding. Suggested Preparations: Computer competency and completion of an algebra course.

CSI-227 Object Oriented Programming
This course continues the exploration of fundamental concepts of object-oriented design and programming using the Java language. Students are introduced to the principles of basic data structures, elementary file input/output and exception handling and advanced Graphical User Interfaces. Prerequisite: CSI-125, MAT-112 or Higher

# Take CSI-226; # Take 1 courses; From Department MAT; From Levels 100 200 300 400; Except courses MAT-105 MAT-109 MAT-110 MAT-111;

CSI-261 VB.NET
This course serves as an introduction to the family of visual languages through Visual BASIC and the programming practices that are unique to them. In particular students will study in some detail the process of applications development, particularly as relates to GUI construction. This course will reflect both programming techniques for standalone software applications, but also include discussions of web-based applications. Prerequisite: CSI-126.

Take CSI-126;

CSI-263 Web Site Development
The study of HTML, JavaScript, DHTML and XML Documents developing web applications. Students will learn how to develop and maintain web sites and their web page content. Prerequisite: CSI-125.

Take CSI-125;

CSI-265 Database Applic I
The continuing study of database operations and development, focusing in particular on advanced programming of the Access database system. Prerequisite: CSI-125.

Take CSI-125;

CSI-276 Data Communications/Netwking I
The fundamentals of data communications and networking. This course is an exploration of the first four layers of the OSI model. Topics include TCP/IP, Ethernet and the basics of routing. Prerequisite: CSI-125.

Take CSI-125;

CSI-285 Data Communications/Netwkng II
This course is a continuation of CSI-276, Data Communications and Networking I. It is an exploration of the major network operating systems, and protocols. Labs and lectures cover features, configuration, and best practices. Elementary network design is also covered. Prerequisite: CSI-276.

Take CSI-276;

**CSI-301 Database Applic II**
An advanced course in database implementation and use of the Oracle database application, a study of relational database concepts and an introduction to SQL. Prerequisite: CSI-265.

Take CSI-265;

**CSI-315 C# Programming**
This is an advanced programming course designed for students who have mastered at least one other programming language. Students will use the Microsoft Visual Studio .Net environment to create Windows programs with a Windows graphical user interface in the .Net environment. Prerequisite: One other programming course.

Take CSI-125 CSI-126 CSI-261 or CSI-312;

**CSI-320 Web Site Administration**
This course includes CGI and ASP programming, as well as a discussion of other server-side web development technologies. Students will learn to install, configure, maintain, and secure an Apache web server. Prerequisites: CSI-126, CSI-241.

Take CSI-126 CSI-241;

**CSI-326 Data Structures**
An introductory look at the concept of data structures, their implementation, their simulation and their applications in problem solving, including a rigorous re-evaluation of vectors, matrices and strings, and the introduction of stacks, queues, de-queues, linked lists, and trees. The course language will be C++ with an emphasis on recursion and dynamic storage allocation. Prerequisites: CSI-126, MAT-209.

Take CSI-227 MAT-209;

**CSI-349 Machine Structures**
This course examines the machine language and binary circuit levels of computers. It includes examination of a variety of instruction formats including assembler, machine language, Register Transfer Language and binary micro-operations. Prerequisites: CSI-241, MAT-209.

Take CSI-241 MAT-209;

**CSI-355 Wireless Internet & Mobile Tec**
This course explores the theoretical and practical knowledge necessary to set up and manage mobile networks, learn its major opportunities, limitations, issues, and risks. It presents numerous challenges related to issues of security and standardization. Students gain practical experience in administering wireless network devices and core technologies. Prerequisites: CSI 276

Take CSI-276;

**CSI-360 Info Security & Comp Forensics**
This course offers the student an understanding of the principals of information security and the use of forensics tools to map, read, and analyze data. Students will gain hands-on experience in the use of network security tools and computer forensics tools. Prerequisite: MAT 209

Take MAT-209;

**CSI-401 Network Modeling & Simulation**
This course provides a balance between the theoretical and the practical skills needed to design and manage communications networks. Methods are studied for designing and analyzing a virtual network environment for a range of desirable features based on various criteria and for analyzing its performance under different design approaches. Prerequisite: CSI-285.

Take CSI-285;

**CSI-407 Computer Science Internship/Co**
An applications oriented work experience in a non-academic setting in computer science, this course is open to junior and senior computer science and computer science management majors only.

**CSI-430 VoIP Technology**
This course investigates the current and emerging technologies in Voice over IP and IP based voice packet telephony. Call control protocols and voice compression schemes will be explored. There is a practical hands-on component to the course. Prerequisite: CSI 276

Take CSI-276;

**CSI-438 Technology and Culture**
A humanities oriented discussion of the relationship between culture and technology and how technology affects the evolutionary and reactive process of culture change. Students are strongly encouraged to take ITD-110 Information Literacy in preparation for taking this course. Prerequisites: Second semester junior or senior, and ITD 110 is recommended. 54 Credits
Take 54 credits;

CSI-450 Web Commerce
This course will be taken in the senior year of the Web Development Program. It is a project based course that explores the languages and methods used to create websites that interface with an organization's databases, producing both intra-company and E-commerce websites. Prerequisites: CSI 126, 263, 301, 320.
Take CSI-126 CSI-263 CSI-301 CSI-320;

CSI-485 Applied Comp Interns SR Proj
In the final year the networking student will gain practical experience and begin to build a network of professionals in the discipline through the internship program at Sage College.

ECO-201 Principles of Macroeconomics
This survey of macro-economy includes analysis of inflation, unemployment, and economic growth. The course emphasizes the theoretical foundations for the formation of fiscal, monetary, and international stabilization policy.

ECO-202 Principles of Microeconomics
This is a survey of economics of price determination (supply and demand), theory of firm and competitive market structures, consumer and business decision-making, and government regulation of economic activity of government.

ECO-215 Statistics for Decision Making
The course builds a foundation of descriptive and inferential statistics and develops applications to managerial and economic decision-making. Topics include: descriptive statistics, probabilities, estimation, test of hypothesis with both parametric and non-parametric statistics, and regression analysis. Microcomputer statistical packages support the course content.

ECO-303 Investments
The study of the economics of wealth management in a risky environment. Topics include operations of the US securities markets (stocks, bonds, options, futures, and mutual funds); international investment markets; sources of information for individual investors; techniques for assessing risk; and strategies for balancing risk. Prerequisites: ECO-110, ECO-201 or ECO-202.

ECO-304 Financial Mkt & Institutions
Investigation of the financial system of the United States. Topics covered include major financial institutions and instruments, the determinants of interest rates, analysis of commercial banking system, and structure of the Federal Reserve. An introduction to monetary theory and effectiveness of monetary policy on price levels and national income. Students will become familiar with day-to-day events that influence operation of financial systems in the United States. Prerequisite: ECO-201.

EDU-201 Education and Society
This is a survey course for those having an interest in education as a field of study. Its primary aim is to familiarize students with the function of educational institutions in current society. The major social forces and values, psychological theories, knowledge structures, and technologies influencing curricular and instructional choices will be examined. Candidates enrolled in EDU-201 must concurrently enroll in EDU-201F (fieldwork).

EDU-206 Educational Psychology
This course includes a survey of the facts and principles of educational psychology and the results of psychological research as they relate to the major activities and problems of the teacher. Also considered are the general nature of growth and the principles of learning, the nature of reasoning, the realm of values, and the relation of mental health to education. Candidates enrolled in EDU-206 must concurrently enroll in EDU-206F (fieldwork). Prerequisite: EDU-201 or PSY-101.
Take EDU-201 or PSY-101;

EGL-235 Intro to Technical Writing
This course deals with the fundamentals of technical writing, the aim of which is the communication of technical and scientific information. Prerequisite: HUM 112 or permission of the instructor.

EGL-335 Advanced Technical Writing
This course provides an advanced approach to technical research, writing, editing, and communication in specific professional writing contexts, including information, computing, management, publishing, and science fields. Prerequisite: EGL-235
Take EGL-235;

EGL-348 Selected Topics in English
Under this heading the English department will, from time to time, offer special courses in English language and literature courses dealing with, for example, themes, genres, figures, or problems not otherwise covered in the department's curriculum. For any such course, the instructor involved will determine the specific subject matter and will make available to students a full description in advance.

**EGL-355 Advanced Editing**
This course provides an intensive emphasis on grammar, style and sentence construction.

**EGL-360 Proposal, Prospectus & Grants**
This course focuses on writing proposals and prospectuses for a variety of business and professional environments. Students will also identify grant sources, examine Request for Proposals (RFPs), respond to RFPs, learn how to write fundable grants, and seek research partnerships. Each student will write a complete grant.

**HIS-221 The Modern Middle East**
A history of the Arabs during the Islamic era, the Ottoman Turk, Western imperialism, the growth of nationalism. Contemporary geographic, economic, political, and social conditions will be discussed.

**HIS-234 Holocaust and Genocide**
The genocidal Holocaust of World War II remains a familiar topic, but a philosophically evaluative study of that tragedy become a challenge for students. In this course students will examine their values systems as applied to an effort to understand the course of the Nazi Holocaust as well as other efforts at genocide in the 20th century.

**HIS-300 Independent Study**
to be arranged with faculty

**HIS-309 20th Century World**
Rather then emphasizing a particular geographic region, i.e., the Americas, Asia, or Africa, this course concentrates on the common experiences of the 20th century global community. Major themes of the course are the impact of decolonization in the Third World, emergence of modern urban industrial society, and the power of such isms as nationalism and communism in forming the 20th century world.

**HIS-317 20th Cen Europe-Global Context**
With Europe as the point of departure, this course analyzes the global consequences of European civilization during the 20th century.

**HIS-327 Internship**
to be arranged with faculty

**HIS-332 American Century II 1945-2001**
This is an in-depth look at recent American history from World War II to 2001. Some of the topics covered will include: Cold War, Happy Days of the 1950s, McCarthyism, Beats and Hippies, Cuban Missile Crisis, Vietnam Great Society, Civil Rights and Martin Luther King Jr., Watergate, Reaganism, New Immigration, etc. We will look at the major social, political, ethnic and foreign policy issues since World War II.

**HIS-348 Topics in History**
The department occasionally offers special courses in history dealing with areas and topics not otherwise included in the curriculum.

**HIS-401 Seminar**
The course begins with an examination of the theories and practices of historical research and writings from the beginnings to the present. Emphasis is placed on Western historians and trend, but some attention may be given to non-Western ideas and personalities. This part culminates with brief paper describing and valuating the historiography of a particular subject. The balance of the course involves researching and writing a substantial paper under the supervision of a member of the department. HIS 01 is required of history, elementary education/history, and secondary education/history majors, and history minors. It is designed to provide students with a common experience at the conclusion of their undergraduate studies and should be taken during the final semester of the senior year. Required of history majors.

**IFD-301 Publishing to Multiple Platforms**
This course provides theoretic and professional practice in integrating textual and visual materials for presentation in print and Internet formats. COM 125, COM 121, COM 221, COM 202, BUS 204, BUS 304 strongly recommended.

**ITD-301 Life Sem: Altr Disp Resolution**
Alternative dispute resolution involves the study of the theoretical and practical aspects of resolving conflict outside of the courtroom. ADR generally includes mediation, arbitration, conciliation, family and community conferencing, and other methods of nonviolent conflict resolution and includes both binding and non-binding methods. The course will address the resolution of conflict in a variety of settings and in a number of different contexts. The course will include an introduction to ADR in general and the application of mediation techniques specifically. As part of the course, students will complete 25 hours of mediating training to help prepare them to
become a mediator in NYS. Prerequisite: 54 Credits

Take 54 credits;

ITD-348  Interdisciplinary Topics
This LIFE Interdisciplinary Seminar focuses on a special topic. Topics change from term to term.

LAW-101  Introduction to Law
This course acts as an introduction to the legal system by surveying such topics as the New York and federal court systems, legal history, and various areas of substantive law.

LAW-205  Business Law I
(See BUS 212) This course presents to the student a comprehensive view of contracts with an emphasis on understanding the rationale behind laws that affect business practice and the application of law to specific business situations. Topics to be covered include the nature and classification of contracts, agreement and consideration, capacity and legality, genuineness of assent, the statute of frauds, third party rights and discharge, breach of contract and remedies, sales contracts, title and risk of loss, performance and warranties.

LAW-206  Business Law II
(See BUS 213) This course will cover topics in the areas of commercial transactions and business structures, and the more specialized areas of consumer law, anti-trust, and real property. Topics to be covered include commercial paper, secured transactions, bankruptcy, agency, partnerships, corporations, anti-trust, consumer law, personal property and bailment's, real property, and wills and trusts. Prerequisite: LAW 205 ~
Take LAW-205;

LAW-215  Law Office Technologies
Course participants will become familiar with the purpose, function and operation of various types of law office computer technology and legal office programs ranging from basic operation of word processing, database and spreadsheet software to embedded law-related templates which accompany document and word-processing software, and C.A.L.R. (Computer Assisted Legal Research) programming. Specialized applications and software such as calendar and tickler-file, conflict of interest, case management, billing, docketing, calendaring, document imaging, damage calculation and deposition summarization programs will be covered. Emphasis will be placed on making students comfortable with computer applications in law, so that they use them to create efficiencies and solutions in the law office. Prerequisites: LAW 101 and LAW 202 or permission of the program coordinator.~
Take LAW-101 LAW-202;

LAW-302  Legal Research & Writing II
Analytic and research skills are enhanced through research assignments involving various areas of substantive and procedural law. Emphasis is placed on legal writing skills, including the drafting of various types of legal memoranda. Enrollment restricted to legal studies program student or by permission of the legal studies program coordinator. Prerequisite: LAW 202 or permission of the legal studies program coordinator.~
Take LAW-202;

LAW-348  Special Topics in Law
This course offers in-depth study of subjects either beyond the range of core courses or of subjects that are emerging areas of law not otherwise addressed in the curriculum. ~

MAT-112  College Algebra
An advanced algebra course designed with the essential concepts for precalculus and other courses in business and computer science. Topics such as linear equations, linear equations applications, inequalities, graphing linear equations, polynomials, exponents, factoring, rational expressions, radicals and complex numbers will be emphasized. Prerequisite: Recommended: A beginning algebra course.

MAT-209  Discrete Mathematics
An introduction to foundational mathematics required by mathematics and computer science majors. Topics include logic, methods of proof, induction recursion relations, complexity of algorithms, Boolean algebra, and an introduction to languages, grammars, and finite-state machines. Suggested preparation: MAT 113, CSI 125
Take CSI-125 MAT-113;

MAT-220  Applied Statistics
An intuitive approach to the meaning of statistics as an interpretive tool, this course covers techniques of exploratory data analysis, probability distributions, normal distributions, statistical inference, hypothesis testing, linear regression and correlation, analysis of enumerative data, and an introduction to analysis of variance. Integrated into these topics will be an introduction to the use of computers. Not open to students who have completed any college-level statistics course. Suggested preparation: A beginning algebra course

NCR-070  Rep & Ident Child Abuse & Malt
This workshop provides training for mandated reporters, such as teachers, social workers, and medical workers. The syllabus is provided by New York State and each student participating in the course receives a copy. The New York State Education certification and licensure units require that applicants verify completion of this training. Sage's workshop is a state-approved offering and participants are provided with the necessary numbered NYS form to accompany applications for certification and licensure.

**NCR-071 School Violence Prevention**
This workshop provides training in school violence prevention and intervention in accordance with Safe Schools Against Violence Education Act. The New York State certification and licensure units require that applicants verify completion of this training.

**NCR-090 Credit for Life Exper Learning**

**NCR-316 Physical Edu Standards WS**
This workshop covers the NYS Physical Education Learning Standards. The content of this workshop covers materials required for certification in New York State.

**NCR-317 Health Education Standards WS**
In addition to covering the New York State Health Education Learning Standards this workshop provides information for the purpose of preventing child abduction as well as preventing alcohol, tobacco and other drug use. Moreover, safety education as well as fire and arson prevention are presented. The content of this workshop satisfies Education Law sections 803-a, 804, 806, ad 808 as required for certification in New York State.

**NSG-331 Contemp Prof Nsg Practice**
This course is an overview of nursing role development, professional values and the hallmarks of professional practice environments that are based on nursing knowledge, clinical quality care and evidenced based decision making. Students use critical thinking and theoretical knowledge to further develop cognitive and communication skills in nursing theory, research, leadership, advocacy, and accountability. The ANA Standards of Clinical Nursing Practice and AACN/AONE reports serve as benchmarks for professional practice.

**NSG-332 Assess for Hlth Pro & Risk Red**
Focus of this course is on the development of assessment and critical thinking skills needed by the nurse in the data collection phase of the nursing process and includes nursing history, vital signs, interpretation of routine laboratory data, and the physical examination. Opportunities will be provided for skill development in communicating effectively and in a caring manner, while collecting subjective and objective data, identifying factors that present health risks or actual overt alteration in functional patterns and health status, developing outcomes and health promotion and risk reduction interventions related to the helping and teaching coaching domains of practice, and documenting all aspects of the nursing process. Offer Fall and Spring, Theory and Lab 52 Hours.

Take BIO-201 BIO-202;

**NSG-402 Comm/Publ Hlth Nsg in Chng Wld**
This course introduces the epidemiological process as a basis for understanding health and nursing in the community. The course emphasizes application of community theory, health promotion, and family theory in an epidemiological framework to health care on an individual, family, population and global level. The course assists students to examine health through community assessment and group teaching processes, with particular attention to the needs of vulnerable populations. Offered Spring. (Theory 52 hours, Clinical 80 Hours Prerequisite:NSG-331 NSG-332.

Take NSG-331 NSG-332;

**NSG-404 Leadership in Professional Nsg**
This course is designed to integrate the professional concepts of nurse, environment, person, and health as they apply to the domains of practice across a variety of health care settings. Students will examine the contributions made by effective leadership/management to the client's experience of the health care system and its complexities. Students will draw upon previous knowledge and nursing experience, integrated with nursing theory and research, to manage the care of clients. Offered Spring semester. (Theory 25 Hours, Clinical 40 Hours).

Take NSG-331 NSG-332 NSG-402;

**NSG-448 Topics in Nursing**
A series of evolving topics and concepts in nursing. Current topics will reflect national health trends, relevant practice issues and implications for the nursing profession.

**PHY-101 General Physics I**
This non-calculus introductory physics course is normally taken by sophomores and includes topics in classical mechanics (force and torque, acceleration, momentum, linear and rotational kinematics and dynamics, work and energy), elastic properties of solids, properties of fluids, and heat and thermodynamics. Emphasis is on applications in the sciences particularly of interest to biology, nursing, and physical therapy majors. A one credit laboratory accompanies the lecture and provides students with the opportunity to experiment with applications of the lecture concepts.

**PHY-102 General Physics II**
A continuation of PHY 101, including topics in electricity and magnetism, sound, and light. Emphasis is on applications in the life sciences particularly of interest to biology, nursing, and physical therapy majors. A 1-credit laboratory accompanies the lecture and provides students with the opportunity to experiment with applications of the lecture concepts. Prerequisite: PHY 101

Take PHY-101;

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<tr>
<th>Course Code</th>
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<tr>
<td>PSC-101</td>
<td>US Govt:Citizens,Politics&amp;Inst</td>
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<td>PSC-210</td>
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<td>PSC-218</td>
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<td>PSC-221</td>
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<td>PSC-228</td>
<td>State Government in the U.S.</td>
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<td>PSC-229</td>
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<td>PSY-202</td>
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<td>PSY-206</td>
<td>Educational Psychology</td>
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<tr>
<td>PSY-207</td>
<td>Statistics w/Computer Applic.</td>
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<tr>
<td>PSY-301</td>
<td>Social Psychology</td>
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</table>

Take 54 credits;
This course provides a study of human interaction in society and its psychological basis. Some of the major topics covered include aggression, altruism, attitudes, attraction, conformity, group dynamics, perception of self and others, prejudice, social roles, and social power. Prerequisite: PSY 101 or SOC 101/SCL 101.

Take PSY-101 SOC-101 or SCL-101;

**PSY-304 Counseling: Theory & Practice**
This course covers the major theories and techniques of counseling. The role of counselor, the needs and problems of the client, and the assessment of the counseling situation will be investigated. Multicultural counseling approaches will be included. Prerequisite: PSY 101.

Take PSY-101;

**PSY-305 Psy of Persuasion & Influence**
This course is an investigation of persuasion tactics and influence techniques. Topics include consistency and commitment, communicator characteristics, credibility, conformity, compliance gaining, deception and the ethics of persuasion. Students will be required to actively participate in the learning process. Prerequisite: PSY 101.

Take PSY-101;

**PSY-308 Abnormal Psychology**
This is a study of psychopathology including stress and anxiety disorders, psychoses, and personality disorders, and an evaluation of methods of treating such forms of psychological disorders. Prerequisite: PSY 202 or 203 or 204.

Take PSY-202 PSY-203 or PSY-204;

**PSY-319 Group Dynamics**
This course applies the content, structure, and processes of communication and interaction, as well as techniques of leadership, to various types of groups. The course will emphasize theoretical and practical understanding derived from group participation. Prerequisite: PSY 101.

Take PSY-101;

**PSY-326 Health Psychology**
Issues of health will be studied from a systems approach with a focus on the shift away from the biomedical model toward the more encompassing biopsychosocial model. Because today's leading causes of death occur partly as the result of individual behaviors or failures to engage in some behavior(s), a major focus in the course will be the cognitive variables intervening between health/illness and behavior. Topics such as stress and coping, immunity, adhering to medical advice, pain, and acute and chronic illness will be covered. This course is relevant to those in health profession programs, psychology, and to others interested in health and this new and growing field. Prerequisite: PSY 101.

Take PSY-101;

**PSY-327 Environmental Psychology**
This course investigates the relationships between humans and the physical environment. Some of the topics covered in the course include environmental perception, the effects of the environment on behavior, social and personal space, the built environment, personality and environment, environmental assessment, spatial arrangements, a sense of place and resource management. Prerequisite: PSY 101.

Take PSY-101;

**PSY-350 Research for the Professions**
Students learn about the research process. Topics include surveys, experiments, interviews, observations and research ethics. Course includes a computer lab using SPSS. Students read and analyze research articles.

**PSY-353 Research Design in Psychology**
This course investigates the research methods that are used to collect the data that is the basis for psychological research. Students will study experimental, quasi-experimental and non-experimental methods by which data may be collected. There will be an emphasis upon the link between design and statistical analysis, the relationship between psychological content and research questions, the communication of research outcomes, and the applications of computer software for analysis and simulations. Prerequisite: PSY 101, 207, and take 2 courses from PSY dept.

# Take PSY-101 PSY-207; # Take 2 courses; From Department PSY; Except courses PSY-101 PSY-207;

**PSY-375 Prosem:Personal Pathways-Psyc**
This course helps students prepare for careers in psychology as a profession, the choice of and preparation for specific careers, the integration of the academic content of the psychology major with a variety of professional practices, and issues in professional development. Diversity issues, including gender and ethnicity, will be addressed. Prerequisites: Psychology major with Junior/Senior standing (take 69 credits).

Take 69 credits;

**PSY-405 Senior Seminar**
This course is a capstone experience for the Psychology major. Each student will prepare a portfolio that shows what has been gained form the major in psychology and will write a review of the literature on a selected topic that demonstrates the student’s knowledge, skills and values. The portfolio is a collection of materials that addresses the ten standards that the department expects students to achieve in the psychology major. Detailed outlines for the portfolio will be provided in the course. This course meets the LIFE requirements for a capstone experience. Prerequisite: PSY-375, and take six courses from PSY Department.

# Take 6 courses; From Department PSY; # Take PSY-375;

**PSY-407 Internship in Psychology**

This fieldwork experience involves working under site supervision in a mental health facility, a human services agency, or in any setting where psychology principles can be applied. The course instructor must give prior approval for any fieldwork experience. Students will meet biweekly to discuss their experiences. Students complete 45 hours in the field for each academic credit. 3 credits (but can be taken for fewer or more credits) Prerequisite: for majors who have accrued at least 24 credits in the major

Take 24 credits; From Department PSY;

**PSY-417 Motivation in the Workplace**

This course focuses on the theories of motivation, which have their genesis and/or application in the workplace and are used to describe and influence work behavior. The focus of the course will be on the techniques used to apply motivational theories in workplace settings, rather than strictly on the elaboration of the theories themselves. Specific techniques and programs will be described as they are implemented in the workplace, with an acknowledgment of some of the limitations, which this setting entails. Prerequisite: PSY 101; MGT 314; PAD 111; SOC 301; or PSY 301.

# Take PSY-101; # Take MGT-314 PAD-111 SOC-301 or PSY-301;

**PSY-425 Great Ideas in Psychology**

This course will allow the student to explore some of the classic issues and theories in the development of psychology as a science and clinical profession. Some of the problems to be discussed are mind and body, free will and determinism, the unconscious, heredity and environment, evolution, the nature of reinforcement, drugs and the talking cure, and the brain and consciousness. Prerequisite: take 54 credits and 5 courses from PSY Department.

# Take 54 credits; # Take 5 courses; From Department PSY;

**PSY-440 Cognition**

Cognition, the study of mental processes, is a central topic in psychology. In this course an information processing approach to cognition will be presented, which includes the acquisition of knowledge, the maintenance of knowledge across time in memory, and the use (accessing) of knowledge to guide behavior. Hot cognition will be contrasted with cold cognition, and methods of studying cognition will be demonstrated. Prerequisite: PSY-101.

Take PSY-101;

**SCI-111 Solar System Astronomy**

An examination of the solar system, including the sun, moon, Earth, planets, and their satellites, asteroids, comets, and meteors. Among the topics to be considered are: the cyclic nature of motion in the solar system, the exploration of the solar system by spacecraft, the history of the solar system, and the search for extraterrestrial life in the solar system.

**SCI-112 Stars and Galaxies**

An examination of the universe beyond the solar system, including stars, galaxies, and cosmology. Among the topics to be considered are stellar evolution, the structure and evolution of galaxies, and cosmological theories and supporting evidence.

**SCI-120 Nutrition Science**

This course is designed to help students evaluate eating habits in terms of quantity and distribution of nutrients. The sources and functions of six classes of nutrients are discussed as well as energy requirements and balance. The special needs of pregnancy, infancy, and of the elderly are examined, and diet-health issues are explored. Lecture and experiential learning projects.

**SCL-206 Sociology of the Family**

This analysis of marriage and the family as an institution in historical and cross-cultural perspectives places emphasis on the changing roles in marriage, processes of partner selection, and marriage adjustment.

**SCL-212 Juvenile Delinquency**

This examination of juvenile delinquency in the United States includes the nature of delinquency, factors associated with delinquency, and the major theoretical perspectives. Characteristic of the juvenile justice system are also explored.

**SCL-252 Cultural Anthropology**

This comparative study of the development of cultural life emphasizes both the similarities and differences in systems of kinship, technology, religion and values.

**SCL-311 Criminology**

An in-depth examination of sociological, biological, and psychological theories of adult and juvenile criminal behavior. Also discussed is the incidence of crimes. Prerequisite: SOC 101 or CRM 111.
Take SCL-101 or CRM-111;

**SCL-350 Research for the Professions**
Students learn about the research process. Topics include surveys, experiments, interviews, observations and research ethics. Course includes a computer lab using SPSS. Students read and analyze research articles.

**SCL-427 Internship in Sociology**
A professionally supervised field work experience in a community agency for both majors and non-majors. Prerequisites: Two courses in sociology and permission of instructor.

Take 54 credits;
THE SAGE COLLEGES ADMINISTRATION

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Carol J. DiMambro, Ph.D., M.A., State University of New York at Albany; B.S., University of Kentucky; Chair, Department of Sociology and Criminal Justice
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Pamela S. Katz, J.D., Georgetown University Law Center; B.A., State University of New York at Binghamton; Chair, Department of History, Law and Government
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Michael A. Musial, M.M., M.A., B.F.A., State University of New York at Buffalo; Chair, Department of Creative and Performing Arts
Sally Packard, M.F.A., Texas Christian University; B.A., Regent’s Excelsior College; Chair, Department of Visual Arts
Jean E. Poppei, Ph.D., M.A., University of Chicago; M.S.W., State University of New York at Albany; A.B., Oberlin College; Chair, Department of Psychology
Mary S. Rea, Ph.D., Rensselaer Polytechnic Institute; M.S., University of Ottawa; B.S., The Ohio State University; Chair, Department of Biology
Daniel Robeson, Cand. Ph.D., M.B.A., Rensselaer Polytechnic Institute; B.A., University of Missouri/Columbia; Chair, Department of Management
David Salomon, Ph.D., University of Connecticut; M.A., Herbert Lehman College of the City University of New York; B.A., Fairleigh Dickinson University; Chair, Department of English and Modern Languages
Marjane B. Selleck, M.S., The College of Saint Rose; B.S., State University of New York at Upstate Medical Center, Syracuse; Chair, Department of Physical Therapy

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Janice M. Bonaccorso, B.A., University of Massachusetts; Lab Coordinator, Sciences
Carrie A. Knepp, Doctorate of Physical Therapy Accreditation Administrator
Mary Grace Luibrand, M.S., Sage Graduate School; B.S. Nazareth College; Professional Advisor for Teacher Education Programs
Elliott H. Mazer, M.S., State University of New York at Albany; B.S., Columbia University; Lab Coordinator, Sciences
Jamie Musco, M.A., Sage Graduate School; B.S., State University of New York at Albany; Lab Coordinator, Sciences
James R. Wilson, B.A., State University of New York at Potsdam; Director of the Opalka Gallery
Libraries
Kingsley W. Greene, M.L.S., State University of New York at Albany; B.S., Dickinson College; Director of Libraries and Associate Professor
Rosedelia Redwood, Bibliographic Records Manager
Dianne Roosa, B.A., Russell Sage College; A.A., Sage College of Albany; Access Services Manager

Campus Life
Patricia A. Celleme, M.S.E., The College of Saint Rose; B.S., Russell Sage College; Dean of Campus Life
Laura D’Agostino, B.A., SUNY Geneseo; Coordinator of New Student and Special Events

Athletics and Recreation
Brian W. Barnes, M.S., B.A., SUNY Albany; Assistant Athletic Director/Head Coach Men’s Basketball
Sharon Brodie, B.S., Keene State College; A.A.S., Hudson Valley Community College; Head Athletic Trainer/Strength Coach
Danielle Drews, M.A, University of Connecticut; B.A., Hamilton College; Director of Athletics and Recreation, TSC
Lisa Gallagher, B.A., State University of New York at Albany; Assistant Director of Athletics and Recreation; Head Volleyball Coach, Russell Sage College
Jill Grebert, B.S.Ed., State University of New York at Cortland; Director of Recreation and Fitness, TSC
Jackie Luszczek, B.A., Oswego State University; Sports Information Director/Head Basketball Coach, RSC
Lindsay A. Sawyer, B.A., Hofstra; Assistant Athletic Director/Head Softball Coach

Academic Services
Laureen Anderson, B.M., Concordia College; Senior Career Specialist, Russell Sage College
Michael Breslin, B.S., Union College; Senior Career Specialist, Sage College of Albany
Cedric Gaddis, MBA, Baldwin-Wallace College; B.S., Nazareth College of Rochester; Assistant Director of HEOP and Learning Support Specialist
Stacy Gonzalez, M.A., Notre Dame; B.A., LeMoyne College; Director of Academic Advising and Career Planning, Russell Sage College
Sharon E. Murray, M.S., Long Island University; B.A., State University of New York at Oswego; Associate Dean for Academic Services
M. Katherine Norman, M.A., Sage Graduate School; B.A., Russell Sage College; Coordinator of Disabilities Services
Kelly O’Connor-Salomon, M.A., Trinity College; M.A., University of Connecticut; B.A., Worcester State College, Director of the Writing Studio
Jermaine Privott, M.A., Nelson Rockefeller College; B.A., SUNY Albany; Director of HEOP/Academic Support Center, Sage College of Albany
Patricia Roberts, B.A, Sage College of Albany; Career Specialist, TSC
Karen Schell, M.S., The College of Saint Rose; B.A., State University of New York at Binghamton; Director, Center for Academic Advisement and Career Planning, Sage College of Albany
Regina Torian, M.L.S., B.S., Rutgers; Assistant Director of HEOP, SCA
Derek Westbrook, M.A, Ohio State University; B.A., State University of New York at Albany; Director of HEOP and Academic Support Center, TSC

Cultural Enrichment and Diversity
Sabrina McGinty, M.Ed., B.A., Potsdam College; Director of Cultural Enrichment and Diversity

Health and Counseling Services
Donna Barkhuff, F.N.P, Russell Sage College; MSN, Russell Sage College; BSN, Syracuse University; Nurse Practitioner, SCA
Jeanne A. Elisha, M.S., Sage Graduate School, B.S., Russell Sage College; Nurse Practitioner, RSC
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Faculty Listing (alphabetical)

Faculty Emeritae/Emeriti

Faculty by School and Department

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School of Education
School of Nursing & Health Sciences
School of Professional Studies
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1929  Eliza Kellas          LL.D.
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      Florence Gibb Pratt   L.H.D.
1931  Ruth Bryan Owen       L.H.D.
      Lillian Miller Gilbreth Sc.D.
1932  Katherine Kellas     Ed.D.
      Louise Homer          Mus.D.
      Mabel Smith Douglas  LL.D.
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      Margaret Shove Morris  LL.D.
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      Constance Leigh       Ed.D.
      Constance Warren      Ed.D.
      Rollin C. Reynolds    L.H.M.
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      May Peabody           Pd.D.
      Henry Thomas Moore   LL.D.
1936  Annie Warburton Goodrich LL.D.
      Marie Mattingly Meloney L.H.D.
      Fannie French Morse  Pd.D.
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      Winifred Goldring     Sc.D.
      Josephine Neal       Sc.D.
      Dorothy Thompson     Litt.D.
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      Sarah Wambaugh       LL.D.
      Nadia Boulanger      Mus.
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      Niels Bukh           Pd.D.
      Constance Amberg Sporborg L.H.D.
      Sarah Sturtevant     Pd.D.
      Edgar Hayes Betts   L.H.D.
1940  Gertrude Angell       Ph.D.
      Frieda Miller         L.H.D.
      Gertrude Vanderbilt Whitney L.H.D.
      Nellie Neilson       Litt.D.
      Count Rene Doy nel de Saint Quentin LL.D
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      Eve Curie             L.H.D.
      Ana Rosa de Martinez Guerrero L.H.D.
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      Maria Josephina R. Albano M.H.L.
      Graciela Mandujano    D.H.L.
      Ester Niera de Calvo  Pd.D.
      Concha Romero James  D.H.L.
      Agnes Rebecca Wayman  Pd.D.
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Mabel Newcomer L.H.D.
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Lila Acheson Wallace Litt.D.
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Alice Morgan Wright L.H.D.
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Helen McKinstry L.H.D.
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Minnie Schafer Guggenheimer L.H.D.
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1954 Mary Pillsbury Lord L.H.D.
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Blanche Pittman L.H.D.
1957 Doris Fleeson L.H.D.
1958 Marguerite Stitt Church LL.D.
Sanford Lockwood Cluett Sc.D.
1959 May Sarton Litt.D.
Alma Lutz Litt.D.
1960 Maria Goeppert Mayer Sc.D.
Rise Stevens Mus.D.
1961 Ruth M. Adams Litt.D.
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1962 Ester Raushenbush Litt.D.
Marietta Tree L.H.D.
1963 Pauline Frederick L.H.D.
Gwendolen M. Carter L.H.D.
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<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Degree</th>
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<tbody>
<tr>
<td>1964</td>
<td>Sylvia Porter Collins</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>John H. G. Pell</td>
<td>L.H.D.</td>
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<tr>
<td>1965</td>
<td>Santha Rama Rau</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Edna F. Kelly</td>
<td>L.H.D.</td>
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<tr>
<td>1966</td>
<td>Juanita Kidd Stout</td>
<td>L.H.D.</td>
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<tr>
<td></td>
<td>Alice Winchester</td>
<td>L.H.D.</td>
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<tr>
<td>1966</td>
<td>Millicent McIntosh (50th Anniversary)</td>
<td>L.H.D.</td>
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<tr>
<td>1966</td>
<td>Nancy G. Roman (50th Anniversary)</td>
<td>Sc.D.</td>
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<tr>
<td>1967</td>
<td>Aline Saarinen</td>
<td>Litt.D.</td>
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<tr>
<td></td>
<td>Edith Grace Craig Reynolds</td>
<td>L.H.D.</td>
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<tr>
<td>1968</td>
<td>Margery Somers Foster</td>
<td>Litt.D.</td>
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<tr>
<td></td>
<td>Mildred Custin</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1969</td>
<td>Mary Elizabeth Switzer</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Grace I. Vandervoort</td>
<td>Sc.D.</td>
</tr>
<tr>
<td>1970</td>
<td>Virginia Harrington Knauer</td>
<td>L.H.D.</td>
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<tr>
<td></td>
<td>Patricia Roberts Harris</td>
<td>LL.D.</td>
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<td>Nadine Nichols Froman</td>
<td>L.H.D.</td>
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<td></td>
<td>Lewis Acrelius Froman</td>
<td>L.H.D.</td>
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<tr>
<td>1971</td>
<td>Chien-Shiung Wu</td>
<td>Sc.D.</td>
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<td></td>
<td>Elmer Schacht</td>
<td>L.H.D.</td>
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<td>1972</td>
<td>Marina von Neumann Whitman</td>
<td>L.H.D.</td>
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<tr>
<td></td>
<td>Dorothy L. Brown</td>
<td>Sc.D.</td>
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<td>Stephen H. Sampson</td>
<td>L.H.D.</td>
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<td>Mary Anne Krupsak</td>
<td>L.H.D.</td>
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<td>Jayne Baker Spain</td>
<td>L.H.D.</td>
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<td>1974</td>
<td>Joan Ganz Cooney</td>
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<td>Effie O. Ellis</td>
<td>L.H.D.</td>
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<td>1975</td>
<td>Tenley E. Albright</td>
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<tr>
<td></td>
<td>Catherine Blanchard Cleary</td>
<td>L.H.D.</td>
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<td></td>
<td>Alice Walker</td>
<td>Litt.D.</td>
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<td>1976</td>
<td>Dixy Lee Ray</td>
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<td>Marion S. Kellogg</td>
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<tr>
<td>1977</td>
<td>Eleanor Emmos Maccoby</td>
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<td></td>
<td>Donna E. Shalala</td>
<td>L.H.D.</td>
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<td>Ellen Stewart</td>
<td>L.H.D.</td>
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<td>Marian Wright Edelman</td>
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<td>Carl Grimm</td>
<td>C.L.D.</td>
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<td>Eve Rabin Queler</td>
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<td>1979</td>
<td>Esther Eggertsen Peterson</td>
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<td>Jessie M. Scott</td>
<td>LL.D.</td>
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<td>Charles Williams Upton</td>
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<td>Helen Merritt Upton</td>
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<td>Doris Grumbach</td>
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<td>William Kennedy</td>
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<td>Elizabeth Neufeld</td>
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<td>Patricia Scott Schroeder</td>
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<td>1981</td>
<td>Jessie Bernard</td>
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<td>Elizabeth Janeway</td>
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Virginia Radley L.H.D.
1982
Claiborne Pell L.H.D.
Delta Emma Uphoff Sc.D.
Shirley Young L.H.D.
1983
Mary Ellen Avery Sc. D.
Grace Murray Hopper Sc. D.
1984
Harry Apkarian Sc.D.
Anna Jane Harrison Sc.D.
1985
Carolyn Forche Litt.D.
Virginia Lee Harvey L.H.D.
Peter R. Kermani L.H.D.
1986
Helen M. Caldicott L.H.D.
Cathy Guisewite Litt.D.
1986
Carroll L. Estes (70th Anniversary) L.H.D.
1986
F. William Harder (Convocation) L.H.D.
1987
Thomas Berry Brazelton Sc.D.
Carolyn Gold Heilbrun L.H.D.
Margaret E. Kuhn L.H.D.
1987
Elizabeth Platt Corning (Opening Convocation) L.H.D.
1987
Trenna Ruston Wicks Sc.D.
1988
Patricia Amanda Andrews Sc.D.
Francis Terry McNamara D.C.L.
1990
Gertrude B. Elion Sc.D.
Robert J. Lurtsema Mus.D.
William Manchester L.H.D.
Eleanor Holmes Norton D.P.S.
1991
Judith Blegen D.Mus.
Phyllis Prescott Van Vleet D.P.S.
1992
Ann Caracristi D.P.S.
Judy Chicago D.F.A.
Madeleine May Kunin D.P.S.
1993
Colonel Nancy Hopfenspirger D.P.S.
William F. Kahl L.H.D.
Roland W. Schmitt L.H.D.
Richard A. Selzer D.F.A.
1994
Marjorie Rankin Ed.D.
Helen Thomas D.P.S.
1995
Madelyn Pulver Jennings D.P.S.
Ruth Purtilo Sc.D.
1996
Carolynn Reid-Wallace (Founder’s Convocation) D.P.S.
Faith Ringgold D.F.A.
1997
Loretta Long (Founder’s Convocation) D.P.S.
Constance B. Motley D.P.S.
Morris Silverman D.P.S.
1998
Blanche Wiesen Cook D.H.L.
Fredericka Voorhaar Slingerland D.P.S.
1999
Ruth Jacobeth Abram D.P.S.
Chris R. Moseley D.H.L.
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<td>2000</td>
<td>Helen Bodkin Connors, RN, PhD D.P.S.</td>
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<td>Michael G. Dolence Ed.D.</td>
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<td>Edith G. McCrea D.A.L.</td>
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<td>2001</td>
<td>Judith A. Ramaley Ed.D.</td>
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<td></td>
<td>Lorraine W. Bardsley Ed.D.</td>
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<td>Wallace W. Altes D.P.S.</td>
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<td>2002</td>
<td>Mark O'Connor D.P.S.</td>
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<td>Len F. Tantillo D.P.S.</td>
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<td>Patricia Di Benedetto Snyder D.P.S.</td>
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<td>2003</td>
<td>William G. (Jerry) Berberet Ed.D.</td>
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<td>Mary Theresa Streck Ed.D.</td>
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<td>Jay Murnane Ed.D.</td>
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<td>2004</td>
<td>Dame Anita Roddick, DBE D.P.S.</td>
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<td>Neil M. Golub D.P.S.</td>
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<td>Lewis Golub D.P.S.</td>
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<td>2005</td>
<td>Prudence Bushnell D.P.S.</td>
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<td>2006</td>
<td>Alan Chartock D.P.S.</td>
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<td>Lorraine A. Flaherty, Ph.D D.P.S.</td>
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<td>2007</td>
<td>David L. Warren D.P.S.</td>
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<tr>
<td>2008</td>
<td>None</td>
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</table>
Driving Directions

Troy Campus

Our Troy campus is a pleasant and quiet oasis in downtown Troy, N.Y., where historic buildings mix with new for Victorian charm and cutting edge technology.

From the South: Take Exit 23 off the New York State Thruway, which will lead directly onto Route 787 North

Directions from 787 North: Proceed on Route 787 North to the 23rd Street Exit - Watervliet, Green Island. (Do not take the earlier exit marked Troy - Route 378 East.) At the end of the 23rd Street Exit ramp turn right (blinking light). Proceed to the first light, turn right and cross the Green Island Bridge to Troy. Turn right at the end of the bridge onto River Street. Follow River Street (bear right after the statue of Uncle Sam) to Troy City Hall. Just beyond the City Hall, River Street and First Street intersect. Bear left onto First Street and proceed two blocks to the light. The Office of Admission parking lot is to your right. Admission House is directly across Congress Street.

From the West: Take Exit 24 off the New York State Thruway which will lead directly onto Interstate 90 East. Follow the signs for Route 787 North. Proceed on Route 787 North as noted above.

From the East: At the western end of the Massachusetts Turnpike, continue straight on the New York State Thruway Spur to the exit for Troy - B1. After you have taken Exit B1 follow signs for 90 West. Proceed on 90 West to the exit for Route 787 North. Proceed on Route 787 as noted above.

From the North and Route 7: Exit from Route 87 (Northway) at Exit 7, Route 7 East. Take Route 7 East to the exit ramp marked Downtown Troy. Continue straight off the Downtown Troy exit ramp to the third traffic light. The next street is Broadway; turn right. Take Broadway to the end; you will be facing the Troy City Hall. Bear left on to River St. and take an immediate left on to First Street (you will see the sign for RSC). At the traffic light, the Admission House parking lot will be to your right. The Admission House is directly across Congress Street.

Parking: You may park in the Admission House Parking Lot at the corner of First and Congress Streets. If no space exists, proceed on First Street, and turn right onto Division Street. Proceed to corner and turn left onto River Street. Turn at first left onto Liberty Street and from Liberty Street turn into parking lot. Then walk back down First Street to Admission House.

Albany Campus

Our 15 acre campus is located in Albany, N.Y., the state capital and a place where things are always happening. Whether you're on campus or in the immediate neighborhood, it's a convenient and safe place to live, with great old houses and lots of restaurants and shopping.

From the North: Take I-87 south to I-90 east to Route 85 south to Krumkill Road to New Scotland Avenue. Turn left onto New Scotland Avenue, 1 1/2 miles to the Sage College of Albany Campus on the right.

From the NYS Thruway: Take Exit 23, left on Route 9W (Southern Boulevard) into Albany. Turn right onto Hoffman Avenue, left onto Second Avenue. Cross Delaware Avenue and bear left onto Whitehall Road. Turn right onto Marwill Street and cross Hackett Boulevard to Academy Road. Proceed to New Scotland Avenue, turn right to the Sage College of Albany Campus on the right.

From the East: Take I-90 to Albany to Route 787 south to Madison Avenue (Routes 9 and 20). Follow Madison Avenue to New Scotland Avenue. Left onto New Scotland Avenue, four blocks to the Sage College of Albany Campus on the left.

Driving Times

<table>
<thead>
<tr>
<th>City</th>
<th>Approx. Driving Time</th>
<th>Distance</th>
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<tr>
<td>Binghamton, New York</td>
<td>2 hours, 45 minutes</td>
<td>142 miles</td>
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<tr>
<td>Boston, Massachusetts</td>
<td>3 hours, 20 minutes</td>
<td>172 miles</td>
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<tr>
<td>Buffalo, New York</td>
<td>5 hours, 25 minutes</td>
<td>291 miles</td>
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<tr>
<td>Lake Placid, New York (High Peaks Area, Adirondacks)</td>
<td>2 hours, 50 minutes</td>
<td>133 miles</td>
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<td>Montreal, Quebec (Canada)</td>
<td>4 hours, 10 minutes</td>
<td>223 miles</td>
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<tr>
<td>New Haven, Connecticut</td>
<td>3 hours, 5 minutes</td>
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<tr>
<td>New York City (Manhattan)</td>
<td>3 hours, 5 minutes</td>
<td>157 miles</td>
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<td>Philadelphia, Pennsylvania</td>
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<td>Portland, Maine</td>
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<td>273 miles</td>
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<td>Location</td>
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<tr>
<td>Providence, Rhode Island</td>
<td>3 hours, 25 minutes</td>
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<tr>
<td>Springfield, Massachusetts</td>
<td>1 hour, 55 minutes</td>
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<tr>
<td>Syracuse, New York</td>
<td>2 hours, 50 minutes</td>
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**Troy Campus Map**

1. Admission House  
2. German House  
3. Gale and Spicer House  
4. McMurray House  
5. Cowee Hall (Student Services/ Business Office/Registrar/Financial Aid)  
6. Alumnae House  
7. Hart Hall  
8. Roy Court  
   8A) Academy for Character Education  
   8B) Jane Haight Wells Spirituality Center  
9. Swimming Pool  
10. Vanderheyden Hall  
11. Allies Center for the Study of Social Responsibility / Helen M. Upton Center for Women’s Studies  
12. Wool House  
13. Maintenance  
14. Slocum Hall  
15. Kellas Hall/Wellness Center  
16. Lorraine Walker Center  
17. Meyer Gym  
18. Robison Athletic and Recreation Center  
19. James L. Meader Little Theatre  
20. McKinstry Student Center  
21. McKinstry Hall/Large Dining Hall  
22. McKinstry Courtyard  
23. Schacht Fine Arts Center (Home of the New York State Theatre Institute)  
24. 92 First Street (Development and Alumni Relations)  
25. 90 First Street (Communications)  
26. Spanish House  
27. French House  
28. Carriage House  
29. Lafayette Courtyard  
30. John Paine Building (Service Center/Public Safety/ Photo IDs)  
31. Science Hall  
32. Frear House (Graduate School Office/Center for Citizenship Education)  
33. James Wheelock Clark Library  
34. Ackerman Hall
35. Ferry Street Plaza
36. Plum Building (President's Office and Administration)
37. Lorraine Walker Education Building
38. Bush Memorial Center
39. Gurley Hall
40. Russell Sage Hall
41. Vail House (President's Residence)
42. Ricketts Hall
43. Manning Hall
44. m.o.s.s books and other provisions (Troy campus bookstore)
45. Buchman Pavilion (Russell Sage Campus Center)
46. McCrea House (Guest House)

Albany Campus Map

1. Administration Building (Admission/ Business Office/Registrar/Financial Aid/Graduate Programs)
2. Kahl Campus Center (Conference Center, Dining Hall, Dean's Office / Campus Life / Academic Support Center / Career Services / Academic Advising / Wellness Center)
3. Graphic Design Building
4. Gymnasium
5. Library
6. Froman Hall
7. Rathbone Hall
8. Science Building
9. West Hall
10. Residence Hall
11. Interior Design Building
12. Arts & Design Building
13. Opalka Gallery
14. University Heights College Suites
15. Albany College of Pharmacy Student Center / Sage Bookstore